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ABSTRACT

It is recommended that this Project NECESSITIES material be used with high-potential Indian 10th, 11th, and 12th graders; however, the junior year may be best. It is also suggested that the social studies department of a high school plan to teach the material on a rotating-team basis. If no more than 1 period a day can be utilized, then the class should meet during the last period, when activities can extend beyond a set segment of time; also, if possible, the class should be held in a room that is not perceived as regular classroom. The following units are presented in this Teacher's Guide: Unit I, Fact and Opinion, which develops communication skills by assisting students in analyzing language; Unit II, Concept Formation, wherein students are introduced to critical concepts in social science: interaction, change, conflict, power, and valuing; Unit III, Nobody Loves a Drunken Indian, which engages students and teachers in a number of activities designed to illuminate the concepts which the book implicitly contains and which the students have learned to recognize from previous units; Unit IV, Drink, Drank, Drunk, which uses a board game developed by the project to deal with the effects of drinking in terms of job, life-style, and self-image; Unit V, The Allocation of Resources, which looks at the relationship between unlimited want and limited resources; Unit VI, Independent Projects, which describes ways of involving students in developing independent projects for class presentation; and Unit VII, Making a School, wherein the students make a utopian educational system. (LS)

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SECONDARY PROGRAM
FOR HIGH POTENTIAL
INDIAN STUDENTS

PROJECT NECESSITIES

PHASE III

VOLUME VI

July 1970

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FOREWORD

The material contained in this volume has been developed over the last year in draft form. In both March and June at Project Curriculum Practicums teachers from both Bureau and public schools serving Indian children participated in refining the work of the staff.

The following people contributed much to the work you will find in this teacher's edition:

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While the material here has been designed with the junior or senior in mind, much of it can and has been used with students in grades 7-10.

There is sufficient material to teach between 35 and 45 weeks, hence there is a good deal of latitude for you to pare any of the units down, drop one, develop a new one, follow student interest in others.

Please adapt the material to your own local situation and student needs.

AN OVERVIEW OF THE UNITS FOR THIS YEAR

HIGH SCHOOL - Grades 9-12

It is recommended that the material be used with high-potential sophomores, juniors or seniors. The junior year may be the best for this program. The Project suggests that the social studies department of a high school plan to teach the high-potential material on a rotating team basis. Students should be told what they're getting into and be given the choice of entering the high-potential program for the year. They should be able to leave after two weeks if they do not feel they are learning. In addition, if no more than one period a day can be broken out, the class should meet the last period, when it can extend beyond a set segment of time. If at all possible, the class should be held in a room that is not perceived as regular classroom space. The supplementary materials are described in each unit statement.

High Potential Program for Indian High School Students

The following units are organized in this Teacher's Guide as indicated. However, they can be arranged and altered to suit local needs, interests, and abilities.

Unit I: Fact and Opinion (5-7 weeks)

This unit develops communications skills, assists students in analyzing language: persuasive, factual legal, etc. It makes use of puzzle pieces (1 set for each school) role-play, and a lengthy case study. A Pre and Post test allows students to discover their own learning.

Unit II : Concept Formation (6-8 weeks)

Students are introduced to five critical concepts in the social sciences: interaction, change, conflict, power, and valuing. They build models of the kinds of experience each concept refers to. They look at these master concepts in terms of different actors, times of action, places of action, and types of action (economic, political, psychological, socio/cultural communications, technological). They do field research on the meaning of these concepts to teachers, administrators, townspeople, parents, other students, etc.

Unit III: Nobody Loves A Drunken Indian (7-10 weeks)

The Project has produced an edited high-school version of Clair Huffaker's powerful novel in paper-back. While the language and some scenes are toned down (although not completely - the book requires that some earthiness be left. It is less "raw" than, say, (Catcher in the Rye), the powerful ideas and emotions are there. After reading the book, students and teacher can engage in a number of activities designed to illuminate the concepts which the book implicitly contains and which the students have learned to recognize from the previous unit. Description and suggested instructions for these activities are contained in the Teacher's Guide.

Unit IV: Drink, Drank, Drunk (4-6 weeks)

Using a board game developed by the Project as a spring board, this unit deals with the effects of drinking on the future: job, life style, self-image. It relates the decision to drink to both role, and responsibility. The board has two segments - before legal drinking age and after legal drinking age. Each segment has three tracks: the shortest - college and professional goals; longer - vocational training and skilled work; the longest - no specific goal or training and itinerant work. Playing pieces are mini-bottles (empty) courtesy of United Airlines. There are role cards, action cards, life style cards, and consequence cards. The game board is 30" x 40" and comes in three colors on plastic coated paper with peel-off sticky-back so that it can be mounted on masonite at the local school. It is designed to be self-teaching and a number of possible ways of using it are indicated. Blank cards and materials are included so that students can work up there own version.

This unit can lead into discussion of drugs, overwork, laxiness, or any other escape mechanism that leads to powerlessness.

UNIT V: Practical Economics: The Allocation of Resources

This unit looks at the relationship between unlimited want and limited resources. It uses a mail order catalog (Sears, Montgomery-Ward, Pennys, etc.) as the basic textbook. Through a series of tasks prescribed in memorandum from the tribal council, students learn to cost, fill out orders, make priority decisions, budget. The unit is readily accessible to continued discussion about the five master concepts (economic interaction, economic conflict, economic change, economic power, and economic valuing.

Unit VI: Independent Projects (4-6 weeks)

This unit describes ways of involving students in developing independent projects for oral and written presentation to the class. It may be used at any time during the year, or saved as culminating activity.

Unit VII: Building a School (4-8 weeks)

This unit summarizes the year by having students make a Utopian educational system including: physical plant, organization, teacher employment criteria, curriculum, and the student's role in the learning process.

TEACHER'S EDITION

Secondary Program for High Potential Indian Students

INTRODUCTION

At six years of age Indian and native Alaskan students show the same potential as any other six-year-olds in this country. Studies by both John Bryde and Robert Havighurst show this. These studies also show that by high school something has happened to these same students. They lag behind their anglo contemporaries at the same age and grade level. And this is certainly the experience of the junior and senior high school teachers we have met this last year from Alaska to Arizona, South Dakota to Washington.

Many tribal leaders, teachers and administrators have expressed concern about the high dropout and attrition rate of Indian college students. This concern extends equally to the difficulty in obtaining and holding jobs in the non-college bound student. There is a pressing need and desire for courses of study that will improve students' motivation and skill and better equip them for the transition into post-high school experience.

This program is designed for those students who want more and who are capable of more than they are getting. This is the first step in accelerating equality of educational outcomes: at present only 18% of the students from Federal schools go to college, at a time when the national average is 50 percent*

The Units in this Program begin with experiences to help students become aware of their own capacities and educational needs. The notion that you can become what you want to be, holds true only to the extend that you are aware of the real possibilities that are in front of you. Freedom of choice in life style, positive self-image, success are all a result of skill for those born without status or inherited wealth.

For students born into successful families, choices are extensive. Parents often set high standards, and push hard. Students are taught that the harder they work the more successful they will be. We do not attack or defend the system back of such parental and societal goal-setting and pressure: an evaluation of the merits of the dominant society's values and systems is a separate issue. It is this system which defines freedom in contemporary America--for everyone. Therefore we are advocating learning experiences which assist the student's awareness of how the system works for others. On this basis the Indian student can more efficiently and effectively plan his life and direct his energies.

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*Senate Report No. 91-501, Indian Education: A National Tragedy--A National Challenge. U.S. Government Printing Office, Washington, 1969, p. xiii. (The study further discloses that a bare 3% of Indian students who enroll in college graduate against a national average of 32%.)

For many Indian students from rural and reservation environments such awareness is of paramount importance because it is available nowhere outside of school. These students know few adult models in the professions of law, medicine, science, education. To many parents of these children, education is mysterious and related only remotely to its central goal: the development and strengthening of alternative ways to freedom. Parents tend to stress the discipline of education, and have little sense of what the child is learning, or how well he is achieving. Parents, generally excluded from significant involvement in their child's education, join the Indian child in perceiving the school as the enemy.*

These problems are further compounded by the fact that for rural families--schools, urban-educated teachers, new curricula, are perceived as threats. Students are rarely encouraged to explore new programs which could prepare them for highly-skilled semi-professional and professional life styles.

Since June of 1969, Project staff members have met many students who express their desire to go on to college, but who are not prepared for entrance examinations and who have never been taught about entrance requirements in colleges and technical schools, particularly those outside the "Indian circuit."

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* Op. Cit., p. 53.

The following year of intensive education in the social studies and social sciences is designed to increase skills in reading, writing, organizing data, using concepts, thinking about social problems and social systems. It is designed to involve students in success experience through the use of these skills in order to enhance self-image. It is designed to promote awareness of new alternatives and the concrete steps needed to reach these alternatives.

For many Indian children in the next decade school, and Bureau schools in particular, are the only hope for learning the things necessary to be free. The "wake him, feed him, keep him, teach him" attitude which is often sensed in schools must be overcome by the challenge which each student represents.

GOALS FOR STUDENTS (AND PARENTS) IN THIS PROGRAM

A. STUDENTS

1. To bring verbal skills in line with the potential realized on non-verbal tests administered to pre-school age children.

The Havighurst and Coleman reports, based upon non-verbal tests administered to Indian, Anglo, and Negro students, have shown that pre-school Indian students achieve comparably to Anglo students in the skills of observation, sensory coordination, reasoning, and analyzing. These tests, principally the D.A.M. (Draw-A-Man) and object manipulation, have been used by learning centers in California to change teacher perception of the student population and build in new expectations of students potential. The studies further indicate that teachers tend to select content and methods relative to the new expectations. Students who had previously been labelled underachievers or slow learners were subsequently considered on a par with their white counterparts. These studies further speculate that the rapid decline of Indian student progress in the grade school years is caused by the labels placed on children by teachers, based on verbal test scores. The point is clearly made that Indian students are labelled in appropriate ways by inappropriate instruments, and that the labels go a long way in determining how the student will come to see himself in the future.

Growing from the above speculations, the recent report of the Senate Committee on Labor and Public Welfare says that: "Indian children, more than any other group, believe themselves to be below average in intelligence. Indian children in the twelfth grade have the poorest self-concept of all minority groups tested."* Further, if we can agree with Johntz that "the primary causal factor in the low achievement of culturally deprived children is the low negative image they have of themselves,"** then we see clearly the need of reversing the trend of negative identity and creating curricula with which students can experience success and growth.

One step in reversing this trend, we feel, is to change the teacher's perception of the student population, thus bringing teacher expectations into line with real student potential.

2. To motivate students to become actively involved in changing the dismal picture of Indian involvement in higher education. Dropout studies in many areas indicate that Indian students fail to achieve and compete in college. The following statistics support this claim:

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*Op. Cit., Indian Education, p. 28.

**Websten, Staten W. (ed.), The Disadvantaged Learner, Chandler Publishing Co., San Francisco, 1966.

Papago:

Number of high school graduates 1968 - 125
Number of students going to college - 30
Number of students in college - 51

Breakdown:

Freshman - 26
Sophomores - 25
Juniors - 0
Seniors 0

Hopi:

Number of high school graduates 1968 - 452
Number of students going to college - 124

Breakdown:

Freshman - 59
Sophomores - 29
Juniors - 14
Seniors - 17
Graduates - 5

The above statistics were given to us by the education coordinators of the Papago and Hopi Tribes. These tribes have taken steps to record student achievement and in so doing they have shown a serious interest in collegiate education. These tribes are also above the average for tribal groups in the United States.

"A few further statistics developed:

--Forty thousand Navajo Indians, nearly a third of the entire tribe, are functional illiterates in English.

--The average educational level for all Indians under Federal supervision is 5 school years.

--More than one out of every five Indian men have less than 5 years of schooling.

--Dropout rates for Indians are twice the national average.

> --In New Mexico, some Indian high school students walk two miles to the bus every day and then ride 50 miles to school.
>
> --The average age of top level BIA education administrators is 58 years.
>
> --In 1953 the BIA began a crash program to improve education for Navajo children. Between then and 1967, supervisory positions in BIA headquarters increased 113 percent; supervisory positions in BIA schools increased 144 percent; administrative and clerical positions in the BIA schools increased 94 percent. Yet, teaching positions increased only 20 percent.
>
> --In one school in Oklahoma the student body is 100-percent Indian; yet it is controlled by a three-man, non-Indian school board.
>
> --Only 18 percent of the students in Federal Indian schools go on to college; the national average is 50 percent.
>
> --Only 3 percent of Indian students who enroll in college graduate; the national average is 32 percent.
>
> --BIA spends only $18 per year per child on textbooks and supplies, compared to a national average of $40;
>
> --Only one of every 100 Indian college graduates will receive a master's degree."*

Papago and Hopi statistics point up similar trends. Only about one quarter of the high school graduating classes go to college and of these less than one quarter can expect to graduate. The break between the college sophomore and junior years generally produces the most drop-outs. This break coincides with the time when most college students advance from the basic or core curriculum to chosen fields of specialization. It can be assumed that the vast majority of Indian students who go on to college have little chance of surviving the four year screening process, and few students will experience the special training which is so vital and necessary for tribal groups.

#Op. Cit., Indian Education, p. IX.

3. To motivate students to attack really difficult social studies problems and case studies. Steps which might be taken to achieve these goals:

Indicate to students that the applicability of knowledge and skills learned in school are related to individual needs and decisions. Make students aware of the objectives of the teachers and frankly discuss the content rationale with the students.

Indicate the applicability of knowledge and skills learned in school to tribal needs and decisions. Make students aware of how they might more effectively become agents of change in their own environment.

4. Reward students for achievement in individual efforts. The model of asking questions to be answered collectively by the class has proven defeating in many instances. Individual students often seem unable to think through a problem and hazard a working hypothesis. This pattern was made clear to us among Navajo adolescents who often refused to answer questions unless they were asked of the entire class. One means of reaching this goal will be to make curriculum self-amending through student participation and critique. Use review projects and independent study projects at the end of the year for data to feed into future honors programs.

5. Prepare students for the transition to post high school life.

A. Collegiate

Help students become aware of the different models of life style, personal involvement, and community in different colleges--e.g., the anomie of the multiversity; other directive aspects of community and small sectarian schools; methods of collegiate evaluation; and awareness of programs now attempting to resolve the difficulties of moving from on- and off-reservation boarding schools to technical training institutes or liberal arts colleges.

B. Urban

Select reading material which will help students make judgments about the advantages and disadvantages of urban living. Accurate perspective on this issue has been needed since the initiation of the Relocation Program and Job Corps.

C. Rural

Using the student as the vital input, a study of rural living will begin with the student's own perception of how things are on the reservation as compared to how things might become. Much of this has been outlined in the Phase II Volume I Report, "Aspects of Village Life."

The Parents

1. To involve parents in the creation and development of social studies programs consistent with their own tastes, values and needs. Since the Federal Government's decision to close down the successful Cherokee and Choctaw community schools in the nineteenth century,* Indian parents

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*Op. Cit., Indian Education, p. 20

have been effectively excluded from their children's education. Boarding schools, often situated thousands of miles from home, have denied parental involvement in the child's education.* The school, in loco parentis, has often attempted to undermine the values and tastes of the student's tribe and family, thus fostering in many parents the feeling that education is a threat and something to be discouraged.

Whenever inconsistencies arise between the content and method of this curriculum and the opinions and attitudes of the parents, serious efforts will be made to inform parents and attempt to resolve the conflict. Efforts will be made to recruit and train parents for positions on school boards and district advisory committees. We will try to show adults how social studies education is relevant to Indian adults and adolescents.

2. To give parents guidelines on how to support their child's efforts. One possible model would be to involve students and parents in the same program so that students and parents could become mutually reinforcing in study habits, language skill, concept manipulation, and ascertaining relevance.

3. To develop the apparatus for community context education. Experiences in many urban centers where communities have marshaled their resources to support education have created many exciting new institutions.

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*Estelle Fuchs, "Time to Redeem an Old Promise," Saturday Review, January 24, 1970, pp. 54-57.

It would be helpful to make Indian parents aware of the means used to create these schools and what kind of community support is necessary to maintain them. Creation of a 'community change kit' would offer factual information supporting simulations of active involvement.

HOW TO START A HIGH POTENTIAL PROGRAM IN YOUR OWN SCHOOL

Under the best of circumstances the request for a High Potential Program would come from students and teachers at the local level as a response to their own learning and teaching needs.

While the High Potential Program can be taught by individual teachers to their normal classes from grades 7-12, we believe it best to offer the Program as a special social studies course for a self-selected group of juniors (or sophomores, or seniors, or a mixed grade group). Such a program can offer an opportunity for those students who believe and want to do more.

Who should teach the Program? Those faculty members who are enthusiastic, and will commit themselves to the extra demands of the Program at the outset. While faculty who teach in the Program ought to be rewarded for their effort, the form of the reward (free time, educational leave, extra pay) should be a minimal factor in teachers volunteering or being selected. Length of tenure should also not affect selection. Teachers who are creative, who have shown interest in students, who are flexible and imaginative in their classroom teaching should be involved.

Ideally, a group of teachers will organize themselves into a team, review the material, and divide their energy between gaining administrative (if necessary) and community support. Community support, in particular, is vital. Parents, tribal leaders and school board members (even if advisory) will give much and gain much if properly involved throughout the year.

Who should take the Program? We suggest that any student who wishes be allowed to take the Program. It should be described in some detail including reproducing the Unit Overview in the Foreword. Students should be allowed to attend the first two weeks and then decide whether they want to stay or return to their normal classes. If they stay, they should commit themselves to the year unless dropped by the teacher. Students also ought to indicate whether they prefer all boys, all girls or mixed class gorups, and any other local factor that might affect the classroom environment.

A good way of having students indicate their interest is to prepare an application form similar to a college application. If more students apply than there is staff to teach, work out your own final selection criteria.

Team Teaching, Class Size, Time, and Place. We recommend that the Program be taught by teams of two teachers, perhaps on a rotating basis for different units. Class size should be normal for your situation. The classroom ought to be large enough to allow for group seating and work tables. If possible it should not resemble a traditional classroom (perhaps a dorm lounge would be best). Two rooms adjoining work well for dividing teams. If there is no possibility of breaking regular class periods, then the final period of the day is best. This allows more freedom (particularly if you can get away from the sound of bells) to continue activities beyond normal time constraints.

There is no precise blueprint for implementing the High Potential Program. Each school will have to work out its own approach. The Program will function best where students, teachers, administrators, and local community members have been involved, where students have volunteered, where the classroom is not a classroom, and where time is flexible.

Unit I: Communication Skills - Fact and Opinion

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TEACHER'S GUIDE

UNIT I: COMMUNICATION SKILLS - FACT AND OPINION

INTRODUCTION

If you can't tell the difference between a fact and an opinion you loose a bit of freedom. Somebody will sell you something you don't need, will make you do something you don't want to do, will make you believe something about yourself or somebody else that isn't true.

This unit focuses on teaching:

1) What a fact and opinion are.
2) How to tell a fact from an opinion.
3) What role each plays in communication.
4) How students can use this analytic skill in practical ways.

Assumptions which are back of the development of this unit:

1) High school students in social studies must be able to deal with primary sources and case studies, take a stand on an issue and defend that stand with well-ordered evidence. To do this they have to be able to determine the validity of their evidence, i.e. discriminate fact from opinion.

2) Initial teaching about statements of fact and opinion is best done when statements relate to experiences

and activities which students understand first-hand.. (Thus the Argument and Transaction as well as the two case studies were developed and written by Indian junior and senior staff members.)

3) Since the way a person presents an argument is often as persuasive as the content of the argument, students need to learn to discriminate between how something is said and what is said.

4) If you want to understand how people come to hold their values, choose their life style, pattern their behavior, you have to know the process of persuasion they have experienced and how fact and opinion are used in a culture.

5) Concepts and generalizations (opinions) are valid and useful only after they have withstood an onslaught of factual inquiry.

6) Social studies content and process are conveyed through statements of fact and opinion and are open to challenging analysis.

7) The challenging process (questioning) should become as much of a tool for the student as the teacher.

8) A concept or generalization are no more useful than a fact unless they can be used as a way of solving a real problem.

9) What we come to know and to believe will make us more able to achieve objectives and deal with our environment.

The version of Communication Skills: Fact and Opinion which follows has gone through four major revisions. The material has been tested with over 1,000 students. Changes have been in response to suggestions made by both teachers and students.

UNIT TITLE: COMMUNICATION SKILLS
LEVEL: SECONDARY

UNIT TITLE: FACT AND OPINION
SUGGESTED LENGTH: 11 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no.
1	2 hr.	PRETEST 1. Pretest to evaluate: a. student knowledge of fact and opinion b. student confidence in their answers	1. Fact and Opinion Evaluation (duplicated by teacher)		27
2	1 hr.	THE ARGUMENT - I 1. Students listen to "The Argument", a taped dialogue between a mother and son about whether or not the son should be allowed to go to a rock dance in a neighboring town. 2. Students begin the process of sorting puzzle pieces into the correct content order. 3. Students put the pieces together in the order they believe correct.	1. Taped recording of The Argument * 2. The Argument puzzle pieces *Prepared by teacher if possible, otherwise order in advance from ISC.		46

TITLE: COMMUNICATION SKILLS

LEVEL: SECONDARY

UNIT TITLE: FACT AND OPINION

SUGGESTED LENGTH: 11 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrati detail page n
3	1 hr.	THE ARGUMENT - II 1. Students complete ordering the puzzle pieces. 2. Students compare their ordering of the material with a replay of the tape.	1. The Argument puzzle 2. Taped dialogue of The Argument.	TR	48
4	3 hr.	THE ARGUMENT - III 1. Students discover errors of sentence organization on the puzzle pieces. 2. Students compare their discoveries with those written on the transparency.	1. The Argument puzzle 2. The transparency of erroneous sentence descriptions (or use page in this volume to prepare duplicates for each student or project by opague projector).	OH	49
5	2 hr.	THE TRANSACTION - I 1. Students organize the content of the case. The Transaction involves a man claiming he has paid a bill. He has no receipt to prove his expenditure. The sorting of the evidence requires that the dialogue make syntactical sense. 2. Students indicate whether the evidence falls into the category of fact or opinion.	1. The Transaction puzzle pieces.		65

TITLE: COMMUNICATION SKILLS
LEVEL: SECONDARY
UNIT TITLE: FACT AND OPINION
SUGGESTED LENGTH: 11 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no.
6	1 hr.	THE TRANSACTION - II 1. Students listen to the taped version of The Transaction and compare their organization of the material with the tape. 2. Students evaluate the use of evidence in the tape and determine the criteria by which the Indian may get fair compensation for his cattle.	1. The Transaction puzzle pieces 2. Taped dialogue	TR	66
7	1 hr.	EVALUATION - II 1. Evaluation # 2 --- Pretest again 2. Distribution and administration of a test designed to evaluate student awareness of the concepts of fact and opinion and student confidence in their solutions. 3. Students correct and record their own tests.			25
8	12 hr.	THE CASE OF EDWIN 1. Distribute Case of Edwin 2. Students read Case and marked each sentence "fact" or "opinion." 3. Teams of students prosecuted and defended Edwin.	1. Case of Edwin		84

TITLE: COMMUNICATION SKILLS
UNIT TITLE: FACT AND OPINION
LEVEL: SECONDARY
SUGGESTED LENGTH: 11 Activity Modules

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrative detail on page no
9	1 hr.	COMMUNICATION GAME - I 1. Distribution of The Drinking Party, Instructions, "Recommendation Alternatives" and "Character Description". 2. Reading of The Drinking Party, Instructions "Recommendation Alternatives, and "Character Description". 3. Clarification of any questions.	1. Drinking Party 2. Instructions 3. Recommended Alternatives 4. Character Description	—	99
10	2 hrs.	COMMUNICATION GAME II 1. The play. 2. Groups meet and make decision. 3. Groups record the decision on the blackboard or overhead projector. 4. Groups discuss normative and realistic aspects of the simulation exercise.	1. The Drinking Party 2. Instructions 3. Recommended Alternatives 4. Character Descriptions (teacher duplicates enough copies of each for class)	—	100
11	1 hr.	COMMUNICATION GAME III 1. Students discuss and respond to interrogatories.	Duplicate "Questions for students to consider" or project with opaque projector.	—	100

A NOTE TO THE TEACHER ABOUT THE USE OF THE NARRATIVES

The following narrative is not meant to be a strait-jacket!

On the contrary, the narrative of classroom activities has specifically been written in the past tense so that you can "look in" on another teacher's classroom and see the way she chose to teach these materials.

There is no way to replace the critical role that teacher and student imagination play in making the classroom a place of real learning.

You may find that some activity modules will take two or three times as long as suggested. Others may take less time. You may also find that some of the activities need to be revised to meet the specific needs of your students: their cultural background, their individual capacities, and their previous learning experience.

The Project NECESSITIES staff hopes that as you "write" your own narrative in the day-to-day interchange in your classroom, you will share with us new ways that you and your students have found to make the following activities come alive. Perhaps in later versions of the narrative, others can benefit from your creativity.

ACTIVITIES 1, 7

FACT AND OPINION EVALUATION

SUGGESTED ACTIVITY

Rationale:

The "Fact and Opinion Evaluation" serves a dual function. At the outset of the unit, it familiarizes students with the "challenge curriculum" by giving a test which is open to discussion and which therefore avoids rigid structure. It has also been deisgned to aide in evaluating students' extant awareness and future growth.

Following this "suggested activity," we have included a series of interpretations based on the Evaluation Item Analysis. These statements open to discussion the issues of law and order, proselytization, individual dignity, individual taste, and group awareness, which are outlined in the text of the Evaluation.

The Evaluation also aids in appraising students from two vantage points. First, how well do they know the material? Second, what kind of confidence do they have in their answers to questions? Students who answer many questions accurately but demonstrate little confidence will require greater success experience in subsequent classroom activities. Students who do poorly but reflect a high degree of confidence need to temper their responses. The evaluation exercise itself is a first step in that process.

Test and measurement instruments have traditionally been used to qualify intelligence, behavior, leaning, success, degree of disadvantage and even life-style preference. This Pretest Evaluation attempts only to stimulate interest in evidence accumulation and validation. The Pretest will fulfill its goal to the degree that teachers actively involve themselves in interaction with students.

SUGGESTED PROCEDURE

The teacher distributed the "Fact and Opinion Evaluation" and had students read the instructions. The class was allowed considerable time to ask questions. The exercise took most students about 15 minutes, which left sufficient time for them to correct their own papers. Students were allowed to work at their own speed. When all the tests were corrected, the teacher asked students to write down their scores and keep them for future comparison.

For many students, correcting the test was more difficult than taking it. Those who finished the exercise early and easily moved from student to student helping other students work out the procedure and compute scores.

After all scores had been recorded to the satisfaction of students, the time remaining was spent decoding the significance of the Evaluation. The teacher went through each question on the Evaluation asking why it was a fact or an opinion, and asking how the sentence might be changed to make it a fact if it were an opinion, and how it could be changed to an opinion if it were a fact. In this way the teacher demonstrated the role of semantics and syntax in differentiating a fact from an opinion.

The teacher subsequently proceeded to clarify each statement by comparing it with the answers on the item analysis. Each paragraph in the analysis was read to the class and students' reactions were aired. In many cases, students agreed with the paragraph description. When disagreements arose, the teacher stressed that the paragraph was based on the perceptions of seventh and eighth grade Navajo students and asked: "Why might these students have answered this question differently from you?" In this way, the teacher introduced the concept of cultural relativism.

On the second day of class the teacher asked, "Where do we get facts?" It took most students awhile to interpret the question, but eventually they responded with television, newspapers, the Almanac, teachers, doctors, books, and "myself." As students responded, the teacher wrote the answers on the blackboard in three distinct categories. When students were satisfied with the lists, the teacher asked what titles or names could be given to each category. In this way the teacher introduced the categories of written data, authority, and experience.

In subsequent discussion, the teacher asked students to evaluate the determined categories. He stressed the importance of verifying data with evidence from as many categories as possible.
The class went on to discuss the necessity of facts in land dealings, legal actions, political decisions and in many cases personal decisions.

The above classroom discussion was vitally important to the success of the unit. The teacher attempted to illustrate the importance of weighing evidence and challenging opinions, and the class determined three important categories in testing evidence and perceiving the validity of claims made by others.

INSTRUCTIONS TO STUDENTS

COMMUNICATION SKILLS

This is a quiz which is being given at the beginning of the unit to see how much you already know about facts and opinions. The quiz intends to let you see two things about yourself: 1. How much you know; 2. How sure you are of what you know.

Most tests record what you know and compare this information with others in your class, area, state and nation. This quiz is designed to compare you only with you.

First you will read some sentences and show whether you believe these are statements of fact or statements of opinion. Next you will correct your own quiz to see how much you know at this point, and how sure you are of what you know. This will help you discover what you need to learn during this unit. You will take this quiz once more during the unit so that you can measure your own progress.

Directions:

After these directions, you will find fifteen sentences followed by three columns. Read the sentences carefully and first decide if you think the sentence is a statement of fact (F) or a statement of opinion (O). When you have made a decision, circle either (F) or (O) beside the sentence. To help you decide, you may refer back to these definitions:

"FACT": Things known to have happened which can be proved to be true.

EXAMPLE: Columbus made a voyage to the West Indies in 1492.

"OPINION": Judgment or belief based on grounds short of proof. View held as probable. What one thinks about a particular question, belief or conviction. An interpretation of a fact.

EXAMPLE: Red apples taste best.

After you have made a decision and marked it in the right place, think about how sure you are of your answer. If you are sure your answer is correct, circle number three. If you are less sure of your answer, circle number two. If you are unsure of your answer, circle number one.

EXAMPLE: John Adams was the second President of the United States. [✓ F]/O/3/2/[✓ 1]

NOTE: Students who choose "sure" regularly and are incorrect will get a very low score, as this subtracts three points from the score. Students who choose "sure" regularly and are correct will get a very high score.

FACT AND OPINION STATEMENTS		FACT	OPINION	SURE	LESS SURE	UNSURE	RIGHT	WRONG
1. George Washington was the first President of the United States.	1.	F	0	3	2	1	____	____
2. The Indians of California did not like clothes and they rarely bathed.	2.	F	0	3	2	1	____	____
3. Mississippi is one of the fifty states.	3.	F	0	3	2	1	____	____
4. Obeying the law is good.	4.	F	0	3	2	1	____	____
5. Public meetings of Communists ought to be restricted.	5.	F	0	3	2	1	____	____
6. George Washington is the father of our country.	6.	F	0	3	2	1	____	____
7. All Indian children ought to be Christian.	7.	F	0	3	2	1	____	____
8. A poor home is better than an institution.	8.	F	0	3	2	1	____	____
9. Alaska is the largest state in the nation.	9.	F	0	3	2	1	____	____
10. Some people believe that John F. Kennedy was the best President of the twentieth century.	10.	F	0	3	2	1	____	____
11. Boys ought to keep their hair neat and combed when they are in school.	11.	F	0	3	2	1	____	____
12. Bureau of Indian Affairs schools are the best in the country.	12.	F	0	3	2	1	____	____
13. An Indian can be elected President of the United States.	13.	F	0	3	2	1	____	____
14. Indians are better horsemen than whites.	14.	F	0	3	2	1	____	____
15. Most Americans believe in individual dignity.	15.	F	0	3	2	1	____	____

FACT - OPINION EVALUATION

ANSWER SHEET

1. Compare your responses with the following answer sheet.

   1. F, 2. O, 3. F, 4. O, 5. O, 6. O, 7. O, 8. O, 9. F, 10. F,

   11. O, 12. O, 13. F, 14. O, 15. O.

2. If your answer is correct, carry the number that you circled over to column marked "RIGHT." If your answer is incorrect, write the number that you circled in the column marked "WRONG."

3. Add each of the two columns. Write your totals at the bottom of each column.

4. Now subtract the smaller total from the larger total at the bottom of each column. Now look to see if the larger total was in the RIGHT or the WRONG column. If the larger total was in the WRONG column, place a minus (-) sign in front of your score. This means that you received a negative score. If the number in the RIGHT column is larger, subtract the number WRONG from the number RIGHT and what remains is your positive score. Your final score must lie between 45 and -45.

Evaluation:

30-45......Excellent......You have achieved fairly well but are advised to carry on with the activity so you may more carefully discriminate between fact and opinion in the future.

Below 10 ......work hard......you have lots to learn......

SOME FIELD TEST RESULTS THAT MAY ASSIST YOU

1. George Washington was the first President of the United States.

Number correct:	116
Number incorrect:	7
No response:	9

Mean confidence level correct:	2.4
Mean confidence level incorrect:	3.0

Possible Conclusion:

The number of correct responses and the high confidence level on the first question indicate student understanding of the test and confidence levels.

With a few exceptions, students found the question and method easy to use and understand. The fact that there were seven students who answered the question incorrectly but registered a high degree of confidence reflects a consistent pattern throughout the test.

These students either did not understand the directions or they really have no way of determining their own confidence.

2. The Indians of California did not like clothes and they rarely bathed.

Number correct:	116
Number incorrect:	7
No response:	9

Mean confidence level correct:	1.2
Mean confidence level incorrect:	1.5

Possible Conclusion:

This statement, taken from a history text used in many schools attended by a predominantly Indian population, was easily distinguishable as an opinion by almost all of the students. Being able to distinguish the statement as an opinion based upon some fact made most students highly uncertain, which was reflected in the mean score of 1.2. Only three students felt "sure" of their choice and only thirty students would hazard a guess of "2".

3. Mississippi is one of the fifty states.

Number correct:	78
Number incorrect:	45
No response:	9

Mean confidence level correct:	1.4
Mean confidence level incorrect:	2.4

Possible Conclusion:

What seems most interesting about this series of responses is that although most students answered the question correctly, they showed little confidence in answering, while those who answered the question incorrectly showed a high degree of confidence. The statement, which seems elementary and clearly factual, offered many students a great deal of difficulty. This probably reflects a lack of geographical knowledge despite the fact that geography is a major item on the scholastic menu. Whether it was the number "fifty" or the feeling that the statement had some trap which made students err is difficult to detect.

4. Obeying the law is good.

Number correct: 34
Number incorrect: 87
No response: 9

Mean confidence level correct: 2.5
Mean confidence level incorrect: 2.7

Possible Conclusion:

This was one of the two most value-laden questions on the unit preview. The students who were incorrect more than doubled those who responded correctly. The statement, clearly an opinion, reflects to the environment in which education takes place. A federal boarding school regulates the time of "rising, resting, eating, working, learning, and recreating." Students come to see "rules" and not "humans" as the major "facts" of personal or impersonal human interaction. The adherence to such a statement as "obeying the law is good" with such confidence offers tremendous evidence of the need for student discrimination between fact and opinion and between reasonable behavior and unreasoned belief.

c.f. Adorno, Frenkel, Brunswick *et.al.*,
The Authoritarian Personality

5. Public meetings of Communists ought to be restricted.

Number correct: 85
Number incorrect: 35
No response: 13

Mean confidence level correct: 2.1
Mean confidence level incorrect: 2.6

Possible Conclusion:

Statements 4 and 5 both involve questions related to current political and social issues. Statement 4 was interpreted as being factual for reasons of personal involvement and experience. Statement 5 involved a distant group which allowed for more objective judgment. Had the question been revised to say, "'red power' groups are a threat to national security and their meetings ought to be restricted," the responses would undoubtedly be different. In class discussion many students did not even know what Communists are, but they could answer the question correctly and could even extrapolate from this statement to the issue of free speech and assembly.

6. George Washington is the father of our country.

Number correct:	45
Number incorrect:	79
No response:	9

Mean confidence level correct:	2.0
Mean confidence level incorrect:	2.5

Possible Conclusion:

The question was included in the pretest to determine student consistency in discriminating fact from opinion and the ability to discern the difference between the fact of Washington's being the first President of the United States and the opinion of his being the father of our country. Both are statements with which students are familiar. Both are statements which are orally articulated and which appear in print. The statements sound and look similar, but they connote different images. The number of incorrect responses with this concomitant high confidence level is a good indication of the inability of students to discriminate fact from opinion.

7. All Indian children ought to be Christians.

Number correct: 94
Number incorrect: 30
No response: 9

Mean confidence level correct: 1.9
Mean confidence level incorrect: 2.1

Possible Conclusion:

The response to the statement, "All Indian children ought to be Christians," indicates how strongly emotions can be involved in the discernment of the truth of a fact or the validity of an opinion. The number of correct responses more than trebled those incorrect. Yet the students who chose to mark the statement a fact had more confidence in their solution. These students have been confronted with proselytizing by organized churches affiliated with the boarding school, and practices of often well-intentioned teachers. Although most students felt the statement was an opinion, they were unable to support their view with confidence.

Those who felt the statement was a fact had probably been the successful targets of proselytic campaigns, and their decision to convert was undoubtedly compelled by their feeling that being Christian is right and all Indians ought to do what is right. Confronting students with this kind of moral dilemma helps them see how fact and opinion are often confused.

8. A poor home is better than an institution.

Number correct: 81
Number incorrect: 47
No response: 9

Mean confidence level correct: 1.7
Mean confidence level incorrect: 2.0

Possible Conclusion:

In questioning students about whether they would rather live at home or in a boarding school, students unanimously chose to live at home. That they would choose to live even in a "poor" home, is what made the decision difficult for the 47 inaccurate respondents.

9. Alaska is the largest state in the union.

Number correct: 80
Number incorrect: 44
No response: 9

Mean confidence level correct: 2.5
Mean confidence level incorrect: 2.0

Possible Conclusion:

Reinforcing statement number 1, this statement demonstrates that the great majority of students understood the mechanics of the evaluation, and it was probably from lack of geographical knowledge that the remainder erred.

10. Some people believe that John F. Kennedy was the best President of the twentieth century.

Number correct: 87
Number incorrect: 37
No response: 9

Mean confidence level correct: 2.6
Mean confidence level incorrect: 1.9

Possible Conclusion:

This statement was previously conceived as a difficult sentence for students to classify. By adding the words "some people believe" to a statement of opinion, the sentence moves from one category to the other. There are a number of possible explanations for the success experienced by students in this example. Students may have read this example more carefully because they were interested in any statement which included the personality of the former President; or students may have agreed with the statement and thus labelled it a fact; or students may have immediately perceived the qualifications which surround the words "some people believe."

Whatever the explanation, in subsequent testing situations this question will be revised to read:

1. John F. Kennedy was the best President of the Twentieth Century.

2. Some people have proven that John F. Kennedy was the best President of the Twentieth Century.

3. John F. Kennedy was the worst President of the Twentieth Century.

4. The question in the original form.

It is hoped that this procedure will clarify this inordinate success on such a complex classification.

11. Boys ought to keep their hair neat and combed when they are in school.

Number correct: 35
Number incorrect: 84
No response: 9

Mean confidence level correct: 2.6
Mean confidence level incorrect: 2.9

Possible Conclusion:

Comparable to number 4, this statement is one which students in boarding schools confront daily. Most schools regulate dress and behavior to some degree, but not on a twenty-four hour basis. Students in most boarding schools are constantly surrounded by numbers, governmental regulations and codes for dress and conduct. These items become a gestalt of regimentation and order causing students to express little imagination in dress and even less in hair style. The fact that so many students erred in this classification is explained by the scarcity of choices offered. Lack of choice has led to a philosophy of acceptance--a philosophy which makes it difficult for students to challenge rules and values which are presented to them.

12. Bureau of Indian Affairs schools are the best schools in the country.

Number correct: 69
Number incorrect: 55
No response: 9

Mean confidence level correct: 1.9
Mean confidence level incorrect: 2.3

Possible Conclusion:

Asking students to appraise their own educational milieu always yields interesting results. For most students, the boarding school is the only school they have attended, so they have little basis for comparison. They were not really expected to compare, and yet the number of students who erred must have inadvertently evaluated their own boarding school which is temporarily their home, community, and family.

Again, restructuring of this question in subsequent testing will indicate if students are really evaluating the distinction between fact and opinion or if they are really supporting or disclaiming their school.

13. An Indian can be elected President of the United States.

Number correct:	70
Number incorrect:	54
No response:	9

Mean confidence level correct:	2.4
Mean confidence level incorrect:	1.9

Possible Conclusion:

Not begging the question of possibility but only that of legality, this statement requires some knowledge of the constitution before it can be successfully answered. The number of students who classified this statement accurately indicates their awareness of some of the constitutional rights of Indians.

14. Indians are better horsemen than whites.

Number correct:	64
Number incorrect:	60
No response:	9

Mean confidence level correct:	2.2
Mean confidence level incorrect:	2.3

Possible Conclusion:

One of the factors which may have confused the 50% of the sampling who incorrectly labelled this statement was the pride students have in their own ability to ride and care for horses. Most Navajo students have had access to horses all their lives and the experiences therefrom have been among the most successful in their lives. The fact that 50% were in error should not hide the fact that those who were mistaken may be reflecting one aspect of a psychological strength which has been rarely, if ever tapped.

15. Most Americans believe in individual dignity.

Number correct: 83
Number incorrect: 42
No response: 9

Mean confidence level correct: 1.8
Mean confidence level incorrect: 2.1

Possible Conclusion:

The final statement further substantiates the validity of the test as a means of acquiring data on student knowledge and confidence. Although the statement was full of incomprehensible language, students could discern clue words and correctly classify the statement. They correctly circled numbers indicating little confidence. The combination of correct answers and low confidence levels demonstrates the utility of this evaluation for target populations under consideration.

ACTIVITY 2-6 - PREPARATION

While a copy of the tape of The Argument and The Transaction can be obtained by writing:

Mr. Pat Ercolin
Instructional Service Center
P. O. Box 66
Brigham City, Utah 84302

we suggest that you prepare your own tape or have each of these "playlets" presented to your class live.

For The Argument enlist a boy from your class who has good speaking ability and have him ask his mother to play that part. Give the two "actors" an opportunity to edit the script (page) to make it more appropriate to your local situation and then either tape it or have them present it.

Do the same with The Transaction: two boys, two fathers.

If you cannot obtain enough of the puzzle pieces for each playlet, duplicate the puzzle piece pages in this volume and cut each phrase piece into a strip. Depending on the skill of your students, you can have small teams take the strips page by page and assemble them in what they believe is the proper order and then have a representative from each team get together to sort out the order of each sheet, or 2) give 4 or 5 teams a complete set of strips and let them work out the entire sequence of sentences.

If you do not have the transparancies of incorrect sentences for The Argument, you can duplicate a sheet for each student or use an opaque projector.

ACTIVITIES 2, 3, 4

THE ARGUMENT

Suggested Activity

Rationale

The Argument was created to arouse student interest in communication skills. The material was designed to involve students in activities which reinforce listening skills, content organization, and dialogue analysis. The material has maximum impact with more mature students who can better identify with the experiences related.

The results of field-testing demonstrate that the material works best in three one-hour sessions. The suggested length of this activity may need to be revised, however, to meet the specific needs of a class, depending on the oral and organizational skills of the students.

Suggested Procedure

On the first day, the teacher arranged the desks in a circle with a tape-recorder on a desk in the center of the circle. Students were immediately curious about what they would be hearing, and the teacher told the class that they would hear a tape which would reward them for listening carefully. The students were not completely satisfied with this response, but they were curious to hear the tape and indicated their curiosity by adjusting to the new seating arrangement quickly, and remaining quiet.

The teacher played the tape, which took about six minutes. The remainder of the class time was spent with the students relating the experiences of the tape to their own lives, through role-play. The teacher asked a female and a male student to take the roles of mother and son. The students were asked to dramatize how a similar argument would take place in their own families. For many students this was their first role-play experience. and paper-bag masks had to be provided for the participants. The use of masks made many students feel much more comfortable, allowing them to expose more of their own feelings and attitudes.

Following the tape and the role-play, the remaining class time was spent discussing and analyzing the following questions:

1. Were there any parts of the tape which caught your immediate attention?

2. Were these parts of the tape reflected in the role-play of the volunteer students?

3. Do you think students from different parts of the world would be attentive to different parts of the tape?

4. Could either the mother or the son have made a more persuasive argument?

5. Would you have behaved differently if you were the son? How? Why?

6. How do you imagine this issue would be settled?

7. Can you think of better ways of settling this kind of dispute?

Open-ended discussion questions like the above often confuse students, who are accustomed to responding with answers they consider "correct." When no immediate response follows the question, many teachers have a tendency to move on to other questions or new material. This should be avoided if possible. Students should be allowed time to interpret the question and to come to a conclusion. For many students this will be their first experience with classroom dialogue, and sufficient time is required for them to become comfortable with a new role in an old environment.

On the second day of class, the teacher distributed pieces of pink card-stock in envelopes entitled "The Argument Puzzle Pieces." The students were told that these were interlocking pieces which, when put in the right order, would read exactly the same as the tape-recording they had heard on the previous day. Students were then asked to put the pieces together.

After each student had agreed on the arrangement of the pieces, the teacher played the tape of The Argument again. Students were told to read their completed puzzles along with the tape. It was discovered that students who listened most carefully on the first day were best able to organize the material.

On the third day of class, students were told to read each sentence statement in the "puzzle pieces." Each sentence is followed by (O) which stands for opinion or an (F) which stands for fact. Students were told to discover the ten fact and opinion errors which had been made. When every student had finished reading the material and had reached a decision as to the ten inaccurately described sentences, students were asked to volunteer their choice of sentences. Each sentence was discussed; if it was actually one of the errors, the teacher uncovered that sentence which was written on a transparency for the overhead projector. This same process was followed until all ten errors were discovered and discussed.

Most students had some difficulty discriminating between fact and opinion at this time, so care was taken to allow each student to work at his own pace. This activity took more than one day for some classes, but teachers found that individual students who had finished the assignment could help other students in the classroom.

THE ARGUMENT

A play in one scene.

Characters:

Loren - a sixteen-year-old Indian boy home for the summer from a B.I.A. boarding school.

Loren's Mother

Setting: The kitchen in Loren's house. Loren's mother is preparing lunch. In the background Loren's two younger sisters are playing records.

"THE ARGUMENT"

Narrator: "This is a play. Its title is The Argument. The characters are a son named Loren and his mother."

Setting: Loren's mother is in the kitchen when Loren comes in. (Door slams.)

Loren: "Mom, I'm going to the dance tonight at the school."

Mother: "Oh, Loren, when did you come back? What did you say?"

Loren: "I said, I'm going to the dance at school."

Mother: "You don't just come in here and tell me that."

Loren: "Everybody else is going."

Mother: "Well, that's no reason at all. Suppose someone chops off his head, are you going to do that, too? Hey, girls, turn off that music in there. We're trying to talk. Well, that's better."

Loren: (Defensively) "I'm 16 now. Don't you think I can take care of myself?"

Mother: "Well, you don't always act like it. If you're 16 and so responsible, why haven't you done all your chores this week."

Loren: "Well I did! You just don't look well enough."

Mother: "You only took out the trash two days this week."

Loren: "There just wasn't enough, the rest of the times."

Mother: "Well, if you finish your work or don't have enough to do you should help your brother. You should set an example. You are the oldest one."

Loren: "I thought we were talking about the dance."

Mother: "Well, we are."

Mother: "Who's all going?"

Loren: "Just some of the guys."

Mother: "I suppose you're going with your drunken buddy. I hear there's a lot of drinking going on at those dances."

Loren: "You know I don't drink, and there's always cops there to take care of that stuff. And who are you talking about, 'my drunken buddy'?"

Mother: "Eddie! I hear stories about him, and I don't like you going around with people like that."

Loren: "Gosh! Who's been telling you all that stuff? Eddie's a good guy. Just 'cause he's been in trouble once doesn't make him a juvenile delinquent. He's my best buddy."

Mother: "Yeah, since he has been to Los Angeles on relocation, he's changed. I'm afraid he's going to give you bad ideas. He's not like us anymore."

Loren: "What do you mean, he's not like us? Just 'cause he's been to L.A. doesn't make him bad. In fact, he's got a good job because of it."

Mother: "I know, but he has changed. Look at those clothes he wears. He has forgotten the old ways. He doesn't show respect to the old ones anymore."

Loren: "Mom, we're not back in the 40's anymore. I don't see why they don't change things around here anyway."

Mother: "What? You had just better watch your mouth, young man. Where did you learn to talk like that? You know, if you start going around with people like that, people are going to talk. That is a fast bunch. Some of our old ways are always going to be good, Loren."

Loren: "I know they're always going to be good, but you can't keep me from my friends. They're not a fast bunch! Anyway, it's just a dance. It's not going to change my whole life."

Mother: Silence ..... "Oh, I wish you were a little boy again sometimes. Well, if I let you go, how are you getting up there?"

Loren: "Well, I thought I could use the car."

Mother: "Loren, I don't like you driving at night. There's too much traffic on the weekends. You know a car smashed into your uncle last weekend, and it wasn't even his fault. Besides, the brakes on our car don't work right."

Loren: "I'll fix them this afternoon. Besides I've passed my driver's test, and I'm a good driver. You're always thinking about accidents. Anyway, it's only a few miles.

Mother: "I'm not always thinking about accidents. If I let you go, who would ride with you?"

Loren: "Oh, there's Ted, Mary, Roger. There's about ten of us."

Mother: "Ten! Loren, what's the matter with you? Sometimes I wonder about your judgment. You know it's dangerous to cram ten kids in any car."

Loren: "It's only a little ways, and the girls could sit on the guys' laps."

Mother: "Who are these girls anyway?"

Loren: "Oh, you know, just some of the girls."

Mother: "Do they have their folks' permission?"

Loren: "Yeah, I think so, but I don't know about all of them."

Mother: "Well, who are the girls?"

Loren: "Linda, Dorothy ...Oh, just some of the girls."

Mother: "Well, if Linda's going--her mother is pretty careful--maybe it's all right."

Loren: "Sure, it's going to be all right. It's just a simple dance, and there's always a good rock band that's playing."

Mother: "Rock band! I thought this was going to be a '49.' Girls, girls, turn off that awful music now!"

Loren: "Gee Mom, we have rock dances like this at the school every week. Besides in these dances we don't even touch each other."

Mother: "I don't care if you don't touch each other. Those dances are crazy. I've seen them on TV with all that wiggling. Why I'd be ashamed. I don't think you should go."

Loren: "There's nothing to be ashamed about, rock is the 'in' thing now. Don't you remember when you were a young girl?"

Mother: "Of course, our dances weren't crazy then, and my skirts were a decent length."

Loren: "Who's talking about your skirts? We're not back then."

Mother: "Well, I'll think about it. We'll see."

Who won the argument?

"THE ARGUMENT" PUZZLE"

This material in classroom form is printed on card stock and cut in the form of interlocking pieces. Students receive the 14 pieces and must (1) interlock the correct pieces to complete the proper sequence of sentences, and (2) put the 7 interlocked pages in proper order.

This material also helps to develop skill in fact/opinion sorting by having students find and circle the ten errors in (F) fact and (O) opinion designations for each sentence.

"Mom, I'm going to the dance tonight at the school (O)."

"Oh, Loren, when did you come back (F)? What did you say (F)?"

"I said, I'm going to the dance at school (F)."

"You don't just come in here and tell me that (O)."

"Everybody else is going (O)."

"Well, that's no reason at all (F). Suppose someone chops off his head, are you going to do that, too (F)? Hey, girls, turn off that music in there (F). We're trying to talk. Well, that's better (O)."

(Defensively) "I'm 16 now (O). Don't you think I can take care of myself (F)?"

"Well, you don't always act like it (O). If you're 16 and so responsible, why haven't you done all your chores this week (O)?"

"Well I did (O)! You just don't look well enough (F)."

"You only took out the trash two days this week (F)."

"There just wasn't enough the rest of the times (F)."

"Well, if you finish your work or don't have enough to do, you should help your brother (O). You should set an example (F). You are the oldest one (F)."

"I thought we were talking about the dance (O)."

"Well, we are (O)."
"Who's all going (F)?"

"Just some of the guys (O)."

"I suppose you're going with your drunken buddy (O). I hear there's a lot of drinking going on at those dances. (F)"

"You know I don't drink, and there's always cops there to take care of that stuff (O). And who are you talking about, 'my drunken buddy' (F)?"

"Eddie! (F) I hear stories about him, and I don't like you going around with people like that (F)."

"Gosh! Who's been telling you all that stuff (F)? Eddie's a good guy (O). Just 'cause he's been in trouble once doesn't make him a juvenile delinquent (O). He's my best buddy (F)."

"Yeah, since he has been to Los Angeles on relocation, he's changed (O). I'm afraid he's going to give you bad ideas (F). He's not like us anymore (O)."

"What do you mean, he's not like us (O)? Just 'cause he's been to Los Angeles doesn't make him bad (O). In fact, he's got a good job because of it (O)."

"I know, but he has changed (O). Look at those clothes he wears (F). He has forgotten the old ways (O). He doesn't show respect to the old ones anymore (O)."

"Mom, we're not back in the 40's anymore (F). I don't see why they don't change things around here anyway (F)."

"What (F)? You had just better watch your mouth, young man (O). Where did you learn to talk like that (F)? You know if you start going around with people like that, people are going to talk (O). That is a fast bunch (O). Some of our old ways are always going to be good, Loren (O)."

"I know they're always going to be good, but you can't keep me from my friends (O). They're not a fast bunch (F)! Anyway, it's just a dance (O). It's not going to change my whole life (F)."

Silence ...."Oh, I wish you were a little boy again sometimes (O). Well, if I let you go, how are you getting up there (F)?"

"Well, I thought I could use the car (F)."

"Loren, I don't like you driving at night (F). There's too much traffic on the weekends (O). You know a car smashed into your uncle last weekend, and it wasn't even his fault (O). Besides, the brakes on our car don't work right (O)."

"I'll fix them this afternoon (F). Besides I've passed my driver's test, and I'm a good driver (O). You're always thinking about accidents (O). Anyway, it's only a few miles (O)."

"I'm not always thinking about accidents (O). If I let you go, who would ride with you (F)?"

"Oh, there is Ted, Mary, Roger (F). There's about ten of us (O)."

"Ten (F)! Loren, what's the matter with you (F)? Sometimes I wonder about your judgment (F). You know it's dangerous to cram ten kids in any car (O)."

"It's only a little ways, and the girls could sit on the guys' laps (O)."

"Who are these girls anyway (F)?"

"Oh, you know, just some of the girls (O)."

"Do they have their folks' permission?" (F)

"Yeah, I think so, but I don't know about all of them (F)."

"Well, who are the girls (F)?"

"Linda, Dorothy....Oh, just some of the girls (O)."

"Well, if Linda's going--her mother is pretty careful--maybe it's all right (O)."

"Sure, it's going to be all right (O). It's just a simple dance, and there's always a good rock band that's playing (O)."

"Rock band (F)! I thought this was going to be a '49' (F). Girls, girls, turn off that awful music now (O)!"

"Gee, Mom, we have rock dances like this at the school every week (F). Besides in these dances we don't even touch each other (F)."

"I don't care if you don't touch each other (F). Those dances are crazy (O). I've seen them on TV with all that wiggling (F). Why I'd be ashamed (O). I don't think you should go (O)."

"There's nothing to be ashamed about, rock is the 'in' thing now (O). Don't you remember when you were a young girl (F)?"

"Of course, our dances weren't crazy then, and my skirts were a decent length (O)."

"Who's talking about your skirts (F)? We're not back then (F)."

"Well, I'll think about it (F). We'll see (F)."

SENTENCES INACCURATELY LABELLED:

1. "Well, that's no reason at all (F)."
2. "If you're 16 and so responsible, why haven't you done all your chores this week (O)?"
3. "You just don't look well enough (F)."
4. "There just wasn't enough the rest of the times (F)."
5. "You should set an example (F)."
6. "He's my best buddy (F)."
7. "What do you mean, he's not like us (O)?"
8. "They're not a fast bunch (F)!"
9. "It's not going to change my whole life (F)."
10. "Besides in these dances we don't even touch each other (F)."

ACTIVITIES 5, 6

THE TRANSACTION

Suggested Activity

Rationale

The Transaction is designed to focus student attention on the importance of verifiable documentation in transactions where one individual might take advantage of another. The trader in the story is a man who swindles and manipulates his clientele whenever he can. The problem is a real one, substantiated by student comments. The tape of The Transaction has stimulated more student discussion than any other segment of Fact and Opinion.

The Transaction is designed to involve students in a group activity which reinforces organizational skills introduced in The Argument, and introduces work groups whose cooperation will be instrumental in the success of The Case of Edwin. The material in The Transaction generally requires four class hours for completion.

Suggested Procedure

(The following narrative was paraphrased from a field-test report.)

Reversing the order of procedure followed in The Argument proved to be the most successful approach to this material. On the first day of class students were divided into work groups of five to eight people. Group members were then given the puzzle pieces of the case, The Transaction.

The students were told to reach agreement within their groups on the correct order of the puzzle pieces. Each group was in competition with the other groups in the room, which led to faster work and increased participation. At the end of the class period, the teacher played the taped version of The Transaction and students compared their organization of the material with the tape recording.

The second day of class was spent evaluating the individual sentences of The Transaction, with the students again working in their groups. Students read the assembled puzzle pieces, and indicated beside each sentence whether it was fact or opinion. The necessity of reaching group agreement on the sentence labels restricted sheer guesswork on the part of the students. Emphasis in this activity module was placed on accuracy, rather than speed. Accordingly, competition between groups was avoided.

On the third day of class, the sentence labels were corrected. Each sentence was read aloud, and each group stated how it had categorized the sentence. The teacher then told the class that the correct labelling of the sentence would follow unanimous agreement of all groups. No answer sheet is provided here. It is the process of reaching concensus which is most critical. From this, it might be argued, that when all parties agree on the rightness of an opinion, that opinion becomes an accepted fact. You may wish to include the language of the 'Declaration of Independence' at this time to support this argument.

On the fourth day of class, the students discussed the following questions:

1. How was Rusty able to verify his version of the transaction?
2. Into what category of proof would his verification fall?
3. Even though all the characters had the same opinion of Sam, what would be needed to settle the issue finally? Where would this kind of issue be settled today? Has it always been this way?
4. How could Bill Paul hope to receive a fair settlement?
5. Do you know of people who have been in situations similar to Rusty and Bill Paul? How did they settle their grievances?
6. Can society defend individuals from this kind of unfair treatment? How?

7. Do you know of any efforts which are being made in your community to protect individuals from people like Sam?

8. How could you get more information on this subject?

playbill

THE TRANSACTION*

A play in two scenes.

Characters in order of appearance:

1. The Trader: 'Honest' Sam Whipple
2. An Older Man: Bill Paul
3. A Younger Man: Rusty Phillips (A friend of Bill Paul)
4. A Secretary in the Legal Aid Office: Francie
5. A Young Lawyer in the Legal Aid Office: Mr. Freedman

Setting: Mr. Paul has just driven in to Mr. Whipple's store with some livestock. Mr. Paul and Sam, the trader, are talking.

*Transaction: trans - between, action - action: Any action between two people, two groups. In this case it has to do with business dealings between a seller and a buyer.

"THE TRANSACTION"

Narrator: "This is a play. The name of the play is The Transaction. There are five characters in this play:

1. The Trader: 'Honest' Sam Whipple
2. An Older Man: Bill Paul
3. A Younger Man: Rusty Phillips (A friend of Bill Paul)
4. A secretary in the Legal Aid Office: Francie
5. A young lawyer in the Legal Aid Office: Mr. Freedman

Setting: Mr. Paul, a mature Indian man, has just driven in with some cattle to sell. The sale represents a large portion of his yearly income. Mr. Paul and Sam, the trader, are talking."

I. Scene One

Sam: "Well, hello there, Mr. Paul. What can I do for you today?"

Bill: "I got something out there I'd like to sell."

Sam: (Looking through the store window) "I see you've got two pretty good-looking steers this year, Bill. All we have to do is weigh them and the price is the same per pound as last year."

(The two men go out to the scales and weight the livestock. Then, they re-enter the store.)

Sam: "Well let's see now, Bill, 1530 pounds at 21¢ a pound, I figure that's about three hundred bucks worth. We'll deduct sixty dollars on what you owe on your account, and here's your $240.00."

Bill: "What do you mean I owe you sixty dollars? I paid that two months ago. I thought we were even."

Sam: "Now don't get upset, Bill. It's right here in black and white. My ledger shows you paid sixty dollars four months ago, not two months ago. The balance then was one hundred twenty dollars, so you still owe me sixty bucks. Can't argue with the facts, Bill."

Bill: "No, you're wrong! This is the second time you've done this to me. I won't stand for it! I'm going to see Legal Aid. You'll be hearing from me."

Sam: "I wouldn't cheat you. I wouldn't be here if I didn't like you people and want to help you to get along. But about this money, it's right here in black and white. Don't threaten me with the law. You haven't a leg to stand on." (Bill walks out and slams the door.)

Bill Paul leaves the store, gets into his pick-up and goes to Legal Aid. As he enters, he sees his friend, Rusty Phillips, sitting in the lawyer's outer office.

II. Scene Two

Secretary: "Good morning! May I help you?"

Bill: "Yes, I would like to see a lawyer. I've got some troubles."

Secretary: "He's on the phone right now, but he'll be free in a few minutes."

Rusty: "Hello there, Bill! Long time no see."

Bill: (Unhappily) "Hello, Rusty."

Rusty: "What you doing here?"

Bill: "It's Mr. Whipple down at the store; trouble over my account. He says that I owe sixty dollars on my balance, and I know for sure I paid in full two months ago. I don't see why he's doing this to me again. I know I paid him."

Rusty: "Looks like Sam is up to his old tricks. I'm here, too, because of him. Let's go in together."

Bill: "Yeah, _I_ can't talk to Sam. He just points to his book. I can't fight him by myself."

Secretary: "Bill Paul, Mr. Freedman will see you now."

Bill: "Let's go in, Rusty."

Mr. Freedman: "How are you gentlemen? I'm Ted Freedman."

Rusty: "Glad to meet you."

Bill: "Glad to meet you." (Both shake hands.)

Mr. Freedman: "Tell me how I can help you."

Rusty: "Well, Bill and I are having trouble here with Sam down at the store over some financial matters. Right, Bill?"

Bill: "Right."

Mr. Freedman: "I see. Tell me about it, Mr. Paul."

Bill: "I've been dealing with Sam for over 12 years, but I've never trusted him. He's trying to pull a fast one this time. I sold two steers to him. He tried to shortchange me $60.00 which he said I owed him, but I paid up in full two months ago. He's trying to cheat me (begins to lose control)....I've worked hard this year. I've been counting on this money. I need it. Why does this happen to us? When are things going to change?"

Rusty: "Cool it, Bill. We'll get things straightened out."

Mr. Freedman: "Do you have a receipt or any record showing your payments?"

Bill: "Well, no. This was two months ago. I handed him the money and I saw him mark it on his big black lousy book. He didn't give me any paper."

Mr. Freedman: "That's not good. It looks like it's going to be very difficult to prove your version of the transaction. I'm afraid it's going to be your word against his. My secretary will take down all of the pertinent facts and we'll try to get going on this as soon as possible. Do you know of anyone else who had this problem with Whipple, Bill?"

Bill: "Yes, many have. And on the day I paid, Joseph Two Shields was with me and saw Whipple take $60.00. Joe doesn't speak English, but he saw it."

Mr. Freedman: "Rusty, what about you? Is Whipple's the only store in the area?"

Rusty: "Yes, that's the worst of it. We have no place else to go so he's got us cornered. I went to the trading post day before yesterday to try to get some groceries on credit, because my fire fighting check hasn't come in yet. Mr. Whipple refused me even a couple of cans of milk for our little boy. I've been a customer for years. He claimed that I still owed him twenty bucks, but I paid that last month."

Mr. Freedman: "How did you pay him?"

Rusty: "I wrote him a check."

Mr. Freedman: "Have you gotten your bank statement back yet?"

Rusty: "No."

Mr. Freedman: "Rusty, yours seems to be a simple matter then. We'll phone the bank and tell them to send us the cancelled check in question. If Whipple endorsed and cashed that check then we've got the goods on him. A cancelled check is all the proof you need. Let me get on this right away and I'll see you tomorrow. Mr. Paul, come in and see me on Tuesday."

Bill and Rusty: "So long then."

Bill: "Thanks, Mr. Freedman. See you Tuesday." (Dejectedly) I don't have much hope about this. That Sam can smile and lie at the same time. I wish I'd thought to ask him for a paper when I gave him the money. You're smart, Rusty, to have your checks. I don't even know what day that was when Joe and I went into town. But it was right before Betty went off to school."

"THE TRANSACTION" PUZZLE"

This material in classroom form is printed on card stock and cut in the form of interlocking pieces. Students receive the twelve pieces and must (1) interlock and correct pieces to complete the proper sequence of sentences, and (2) put the six interlocked pages in proper order.

This material also helps to develop skill in fact/opinion sorting by allowing the student to test and defend his own perception of fact vs. opinion against those of his classmates.

"Well, hello there, Mr. Paul. What can I do for you today [ ]?"

"I got something out there I'd like to sell [ ]."

"I see you've got two pretty good-looking steers this year, Bill [ ]. All we have to do is weigh them and the price is the same per pound as last year [ ]."

"Well, let's see now, Bill, 1530 pounds at 21¢ a pound [ ] - I figure that's about three hundred bucks worth [ ]. We'll deduct sixty dollars on what you owe on your account, and here's your $240.00 [ ]."

"What do you mean I owe you sixty dollars [ ]? I paid that two months ago [ ]. I thought we were even [ ]."

"Now don't get upset, Bill [ ]. It's right here in black and white [ ]. My ledger shows you paid sixty dollars four months ago, not two months ago [ ]. The balance then was one hundred twenty dollars, so you still owe me sixty bucks [ ]. Can't argue with the facts, Bill [ ]."

"No, you're wrong [ ]. This is the second time you've done this to me [ ]. I won't stand for it [ ]. I'm going to see Legal Aid [ ]. You'll be hearing from me [ ].

"I wouldn't cheat you [ ]. I wouldn't be here if I didn't like you people and want to help you to get along [ ]. But about this money, it's right here in black and white [ ]. Don't threaten me with the law [ ]. You haven't a leg to stand on [ ]."

"Good morning [ ]! May I help you [ ]?"

"Yes, I would like to see a lawyer [ ]. I've got some troubles [ ]."

"He's on the phone right now, but he'll be free in a few minutes [ ]."

"Hello there, Bill! Long time no see [ ]."

(Unhappily) "Hello, Rusty [ ]."

"What are you doing here [ ]?"

"It's Mr. Whipple down at the store, trouble over my account [ ]. He says that I owe sixty dollars on my balance, and I know for sure I paid in full two months ago [ ]. I don't see why he's doing this to me again [ ]. I know I paid him [ ]."

"Looks like Sam is up to his old tricks [ ]. I'm here, too, because of him [ ]. Let's go in together [ ]."

"Yeah, I can't talk to Sam [ ]. He just points to his book [ ]. I can't fight him by myself [ ]."

"Bill Paul, Mr. Freedman will see you now [ ]."

"Let's go in, Rusty [ ]."

"How are you gentlemen [ ]? I'm Ted Freedman [ ]."

"Glad to meet you [ ]."

"Glad to meet you [ ]."

"Tell me how I can help you [ ]."

"Well, Bill and I are having trouble here with Sam down at the store over some financial matters [ ]. Right, Bill [ ]?"

"Right [ ]."

"I see [ ]. Tell me about it, Mr. Paul [ ]."

"I've been dealing with Sam for over 12 years, but I've never trusted him [ ]. He's trying to pull a fast one this time [ ]. I sold two steers to him [ ]. He tried to shortchange me $60 which he said I owed him, but I paid up in full two months ago [ ]. He's trying to cheat me...I've worked hard this year [ ]. I've been counting on this money [ ]. I need it [ ]. Why does this happen to us [ ]? When are things going to

"Cool it, Bill [ ]. We'll get things straightened out [ ]."

"Do you have a receipt or any record showing your payments [ ]?"

"Well, no [ ]. This was two months ago [ ]. I handed him the money and I saw him mark it on his big black lousy book [ ]. He didn't give me any paper [ ]."

"That's not good [ ]. It looks like it's going to be very difficult to prove your version of the transaction [ ]. I'm afraid it's going to be your word against his [ ]. My secretary will take down all of the pertinent facts and we'll try to get going on this as soon as possible [ ]. Do you know of anyone else who had this problem with Whipple, Bill [ ]?"

"Yes, many have [ ]. And on the day I paid up, Joseph Two Shields was with me and saw Whipple take $60.00 [ ]. Joe doesn't speak English, but he saw it [ ]."

"Rusty, what about you [ ]? Is Whipple's the only store in the area [ ]?"

"Yes, that's the worst of it [ ]. We have no place else to go so he's got us cornered [ ]. I went to the trading post day before yesterday to try to get some groceries on credit, because my fire fighting check hasn't come in yet [ ]. Mr. Whipple refused even a couple of cans of milk for our little boy [ ]. I've been a customer for years [ ]. He claimed that I still owed him twenty bucks, but I paid that last month [ ]."

"How did you pay him [ ]?"

"I wrote him a check [ ]."

"Have you gotten your bank statement back yet [ ]?"

"No [ ]."

"Rusty, yours seems to be a simple matter then [ ]. We'll phone the bank and tell them to send us the cancelled check in question [ ]. If Whipple endorsed and cashed that check then we've got the goods on him [ ]. A cancelled check is all the proof you need [ ]. Let me get on this right away and I'll see you tomorrow [ ]. Mr. Paul, come in and see me on Tuesday [ ]."

"So long then [ ]."

"Thanks, Mr. Freedman [ ]. See you Tuesday [ ]."

"I don't have much hope about this [ ]. That Sam can smile and lie at the same time [ ]. I wish I'd thought to ask him for a paper when I gave him the money [ ]. You're smart, Rusty, to have your checks [ ]. I don't even know what day that was when Joe and I went into town [ ]. But it was right before Betty went off to school [ ]."

ACTIVITY 8

THE CASE OF EDWIN

Suggested Activity

Rationale

The Case of Edwin is treated as a legal case study to be analyzed by the class. The case involves a boy being considered for suspension from a Bureau boarding school for inappropriately long hair. Much of the argumentation in the case is opinion much is fact. It will be each students task to glean the fact from the opinion and write a legal brief which would measure up to the rules of evidence witnessed in a court-room. It is hoped that this activity will lead from the process of discriminating a fact from an opinion to an awareness on the students part of how our court-rooms function and what is admissable as evidence.

Suggested Procedure

On the first day of class each student was given a copy of The Case of Edwin. The Case was then read by the students and remaining time was spent discussing the nature of the conflict. The teacher closed the session by informing the class that they would resolve the conflict by holding a trial in which each student was required to fulfill the responsibility of an attorney.

Students were asked to fill out the legal brief for home study

On the second day of class students were asked to complete their legal briefs and submit them to the teacher. The teacher told the members of the class that she would read the documents and select a panel of attorneys to defend and prosecute Edwin McClara.

On the third day of class the room was divided into the prosecuting and defending teams and class time was spent by each team discussing how they would present their arguments in the trial to be held the following day. The teacher told the class that the prosecution would make the opening statement, that the defense would respond, prosecution would make a closing statement and the final summary would come from the defense team.

On the fourth day, the class tried Edwin. The teacher functioned as judge and allowed no statements of opinion to be admissable as evidence. When the arguments had been completed the final decision on the future of Edwin McClara was determined by a show of hands by the class.

THE CASE OF EDWIN

PART I

Edwin McClara is a junior at Cypress Indian School in Forked Tongue, Missouri. He is a Cherokee from Oklahoma. He is short with dark wavy hair and girls describe him as good looking. He stands straight and walks with an air of pride. He dresses in the fashion of many adolescents with tight trousers, black pointed loafers, and wild shirts. Students look up to him as a leader but he has difficulty with some students because he starts many arguments and usually wins. He is a straight "A" student. He is President of the Student Council. He attends tribal council meetings. He is a stomp dance leader.

During the summer before his senior year in high school, Edwin spent his time working in St. Louis. He worked as a stock boy in a large warehouse. There he made friends with a number of college students and other older boys. These boys had experiences to relate which were out of reach for a high school student. He had rarely been out of the state and had only been dating girls for a year. He had never had to worry about himself with his own age group at school and at home, but this was all new.

He tried to figure out some way of making a better impression on the older boys. He started to let his hair grow. In the two months he worked in St. Louis his hair grew down below his ears. At first he found it a bother, but as time went on he grew to like it.

When he went back home at the end of the summer all his friends commented on his new hair and many of the girls indicated how much they liked it. His parents made fun of him about his hair, but they never demanded that he cut it.

PART II

In September Edwin returned to boarding school. He had looked forward to taking up his old responsibilities and as he looked around the campus, nothing seemed to have changed very much. The overall appearance of the campus was still neat and the grass and trees seemed in good repair after a summer of rainless heat. The school may have looked like uniform army barracks to many of the students and visitors, but to Edwin it was the home he lived in ten of every twelve months for the past seven years, and it was the place where he had come to see himself as a success.

He went to the Instructional Aide's office and was told he could pick his own room. Edwin knew he was entitled to this privilege because of his good grades and his excellent conduct. The head matron had a surprised look on her face when she saw Edwin, but she gave him the keys to the room he requested and told him who two of his roommates would be. She then closed the door to her cage and mumbled how it was impossible to make any changes in kids when they go home for two months. Edwin let this comment go unnoticed. He had learned not to challenge statements from many people. Somehow it always created more trouble than it was worth.

He took the keys and found his room in Building 47. His new roommates were already unpacking. He knew both the boys in the room as they had been at school together before. Steve Hargum was a senior who played on the football and basketball teams and Mike Adams was Vice-President of the Student Council. This was a room which had all the earmarks of being a model for other students to imitate.

The three boys met with smiles and then silence fell on the room. Steve was the first to break the ice:

Steve: "Edwin, that hair is too much. What happened to your head?"

Edwin: "You know. The summer's long and I decided it was time for a change. You get tired of yourself if you don't make some changes."

Steve: "Sure, man, but that hair is going to cause trouble. I'm not sure your new thing is going to be worth it."

Mike: "Don't bug the guy. He's going to have enough trouble with the teachers around here. He's going to need all the help from us he can get."

Edwin: "I never thought about troubles, What do you mean?"

Mike: "That hair is against school rules. You know that. The dress and conduct code says, "No extremes in dress will be tolerated."

Edwin: "This is not dress. It's my hair. Actually, cutting off hair is extreme. My hair is just doing what's natural, growing. Who can argue with nature?"

Steve: "It's a great line, but it won't work. People follow rules, natural and man-made. That natural stuff is too reasonable for any of these people."

The day wore on and the hair was forgotten as the boys arranged their room.

At dinner that night Edwin was the object of many comments. One girl, Peggie Dunn, walked by and said, "Hi, Edwina, I know a boy who is really interested in taking you to the dance." Edwin laughed and sat down with some of his friends. At the table most of the kids agreed they liked the hair and that it made Edwin look older.

PART III

On opening day many of the teachers commented on Edwin's hair and told him he had better cut it before classes as it was against school rules. Edwin usually laughed and said, "I think there are probably too many rules around this place anyway. I'll keep my hair. I think it suits me. Besides, my parents didn't tell me to cut it."

The school superintendent called together the orientation day activities with a brief prayer and introduced the new teachers and other staff. After the introductions were completed the superintendent left the students with this advice: "We have a busy and meaningful schedule for the year. If all of us work together as a team we can learn from our teachers and one another. Good luck this year and remember if you have any difficulties, you know you can come to me for advice."

After the ceremonies, students were given their "Administration Pamphlet" which included a collection of school songs, the schedule for football and basketball games, a vacation schedule, student roster, class assignments and the "Dress and Conduct Code." This Code was a joint effort of teachers and the Student Council and set guidelines for students to follow while on campus.

Edwin went through the pamphlet quickly. Usually he spent a lot of time looking over the class lists and seeing with whom he would be in class. Today he was only interested in the "Code." He found the copy quickly and eyed it suspiciously. He had worked on the Code last spring, but now he had forgotten most of the material inside.

Edwin looked over the cover. There was a multi-colored Indian design. The book never looked more threatening. He looked through the index and started finding items of interest: religion, smoking, health, leaving regulations, and Dress Code. He'd never thought of this before, but there were a lot of issues in this little book that raised legal questions. He had studied the Constitution as part of his U.S. History program and remembered some of the arguments about Church and State separation. How could a federal school require kids to go to church when kids in public schools weren't even allowed to pray? Why did parents have to fill out forms to get their children home?

These questions raced through Edwin's mind as he turned to the dress and conduct page and read the following:

As a student of Cypress High School, I pledge to uphold the student body Code of Conduct which I have read and understood.

Student's Signature

Date

A. Dress Standards for Boys

I. HAIR:

1. Keep hair neatly cut and combed. Crew cuts are most desirable and becoming. Maximum length: 3 inches on top, wings 1 1/2 inches, sides 1/4 inch, sideburns to middle of ear.

2. Hair should be clean without excessive oil or grease.

II. SHIRTS:

1. All shirts will be worn inside trousers except sport shirts with straight bottoms. No tying in knots.

2. Every button on the shirt should be fastened except the collar button.

3. Sleeves should be buttoned or neatly rolled.

4. Shirts should be clean, ironed and mended.

III. TROUSERS OR LEVIS:

1. Trousers or levis should be worn at waistline.

2. Levis should be clean, ironed, mended and with no splits up sides.

IV. SKIN:

1. Do not write or draw on the skin.

V. SHOES AND SOCKS:

1. Wear freshly laundered pair of socks each day.

2. Shoes should be cleaned and shined.

3. No metal cleats should be worn on shoes.

4. Boots are not acceptable for school or any school social activity. The Student Council has outlawed all Spanish-type boots. You may wear other style boots outside, while you are working in the shop and hiking. Dress shoes, not boots, are appropriate for dances, parties, church and classroom.

B. Dress Standards for Girls

I. HAIR:

1. Hair should be clean, neatly styled and combed. No extreme teasing.

2. No curlers or hair setting clips to be worn to school or any activity. Permission may be granted to wear curlers or clips after swimming class.

II. MAKE-UP:

1. No excessive use of eye shadow, mascara or eyebrow pencil.

2. If powder or other make-up is used, it should match the skin. Do not use white or light color.

3. Do not write or draw on the skin.

III. CLOTHING:

1. Dresses and skirts must cover the knee cap when standing.

2. All hems should be even and neatly put in.

3. Dresses and skirts must not be skin tight.

4. Use buttons or hooks to fasten your clothing, not safety pins.

IV. SHOES:

1. Clean anklets or footlets must be worn with shoes at all times.

2. Shoes should be clean and polished.

PART IV

Classes began on schedule the following Monday. Edwin had picked up his books and had already started outlining the chapters so he could get ahead in his assignments. He knew he was going to be busy with all his activities so he wanted a little protection against getting swamped with work at a time when the Council might be very busy.

On the first day of classes things seemed to go well. Teachers were friendly and there was no one telling him to go to the office. One teacher, Mr. Downes in the Math Department, made a joke and referred to Edwin as Miss McClairol, but that was the only incident.

Edwin returned to his room rather let down. He had really expected more to happen. In his room Steve and Mike were playing cards and talking about some of the new girls who had come to school. All three boys got into a conversation about one particularly attractive girl from Florida and just as their conversation was coming to an end there was a rap at the door.

Edwin arrived at the door to find a school messenger with an envelope in his hand. Edwin took the envelope and thanked the student. The envelope was addressed to Edwin and he saw the Superintendent's name and address in the upper left hand corner.

Edwin opened the letter slowly and read the contents out loud to Mike and Steve:

> "Dear Edwin, as you know, every society must have rules to direct and regulate the behavior of its members. As a society, our school also has such rules. Teachers have commented on your hair to me and asked what should be done. I have made the following decisions:
>
> 1. Because of your lack of wisdom, I have decided to remove you from your office on the Student Council. A man who cannot follow rules should not be allowed to take command.
>
> 2. You will be restricted to your room and not allowed to be readmitted to class until your locks are shorn.
>
> 3. You are no longer a dorm aide as you do not set an example others ought to follow.
>
> I have made this decision knowing that you will comply with my wishes. You have violated a school rule and you must be punished. You have an opportunity to be reinstated as a leader and student when you have shown yourself to be man enough to do what is right."

PART V

The room was silent as Edwin finished reading the letter. He looked at Steve and Mike and walked over to his bed and sat down.

He tossed the letter on the floor and tossed back his head: "Damn, I like that. He tells me to be man enough to come around to his way of thinking when he has a bunch of teachers working for him who don't even have the courage to walk up to me as a man." He walked over to the corner and threw his glass in the sink. The shattering sound made Mike nervous and he got up and started walking around the room.

Mike finally spoke up and said: "What are you going to do? Does the hair mean all that much to you?"

Edwin: "I'm not sure the hair has to mean anything to me. Now there is a principle involved. I don't think they have a right to bounce me. I was there when the rules in the dress and conduct code were rammed through the Student Council. You know that fink in the Music Department who brought us the code and told us we didn't have to worry. He said all the Indian Schools had rules like this and it didn't matter. It gave the community a better impression of what was going on at the school. Now I remember. He said kids in the school would find it easier to get jobs if we passed this phoney Code. Just look at this Code. Girls' dresses below the knee, boys' sideburns to the middle of the ear, girls have to wear socks or anklets. Steve, your hair is too long for this Code. And Miss Simmons in the History Department, my word, her dresses are half a foot above the knee. I've had it. I'm going to fight this kind of thing. They're making a sucker out of me and I won't have it."

LEGAL BRIEF:

Edwin McClara vs. Cypress Indian School

Litigation concerning:

1. insubordination
2. defiance
3. irresponsible behavior

Interrogatories:

1. How would you describe the defendant, one Edwin McClara? Include physical characteristics, position, responsibilities.

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2. What specific incident led to this litigation?

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3. What are the issues involved in this litigation?

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#3 continued: ____

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4. How will you defend or prosecute the defendant? List the evidence you will use and give examples of arguments you will make. Outline your case clearly.

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Signed: ______________________

Underline one: Counsel for the defense
Counsel for the prosecution.

DEFINITION SHEET

Brief:	A position paper, usually written in essay form, in which an attorney outlines his case. This paper is submitted to the judge at the time of a trial and jury members may read this document if they wish.
Litigation:	Any legal proceeding in which claims are being made or disputes settled.
Insubordination:	Acting against the orders of your superiors. Breaking rules or regulations set down by an authority. Undermining the authority of a superior officer.
Interrogatories:	Questions. List of questions required by attorneys of people involved in litigation.
Defendant:	The person being accused of a crime. The person who must defend himself.
vs.:	Versus, against.
Counsel:	The attorney or lawyer.
Prosecution	District attorney or other lawyer who is making accusation. The party doing the accusing.
Evidence:	Facts of the dispute.

ACTIVITIES 9, 10, 11

COMMUNICATION GAME

Classroom Narrative:

The following activity was designed to synthesize all of the foregoing material in this unit. Students were asked to play roles and match their prescribed character descriptions with recommended alternatives. In addition, the teacher took the role of school Superintendent and joined the game.

When students had chosen a specific recommendation in keeping with their role description, they were asked to marshal the most persuasive arguments they could, using statements both of fact and opinion to sway the Superintendent's final decision in the case. Students kept the content of their role descriptions to themselves. The success of students in this activity, coupled with the results on the post-test, formed the basis for a final evaluation of student performance in this unit.

This material and activity took at least four classroom sessions.

On the first day, the teacher asked seven students to read aloud "The Drinking Party" as the rest of the class followed the story in their individual copies. The class then had a brief discussion about the story and agreed on some changes to make it more realistic.

On the second day, the teacher distributed the instructions for role-playing. The role-play determines how each group of students will probably respond to the situation created by "The Drinking Party." Students read the instructions aloud and questions they raised were answered. (It was found that teachers who attempted to play the game with friends before class had the most success answering questions and clarifying the intent and the method of the game.) Each student then read his character description and considered which Recommendation Alternative best fit his role.

On the third day, the five groups met and reached a decision as to which Recommendation Alternative they agreed on. The decision of each group was recorded on the blackboard. Then the class voted by ballot on: 1) which of the five alternatives they thought the Superintendent ought to choose based on their role, 2) which of the five alternatives he was likely to choose, and 3) which alternative he should choose based on their own personal (non-role) point of view. The Superintendent then read his personal decision after the voting had taken place.

On the fourth day, the following questions were considered and discussed:

QUESTIONS FOR STUDENTS TO CONSIDER

1. What evidence did you use? How did you decide to use this evidence in defending the position you chose?

2. What argument was most effective in your group?

3. How could you have been more persuasive?

4. How can people defend themselves against someone else's viewpoint?

5. Did other members in your group openly use their character descriptions in trying to influence the group?

6. How is the second ballot different from the first? Did the Superintendent's decision affect the second ballot? How?

7. What do you think would really happen to the students in this situation?

8. As a group, determine the strongest arguments which support the students and the strongest arguments which support the teacher who discovered them and the administrators.

COMMUNICATION GAME

THE DRINKING PARTY

The Story:

On a Saturday afternoon, a teacher walking by a field about half a mile from the boarding school where she taught heard a loud commotion and noisy laughter. She walked toward the field to investigate and came upon a group of eleven students, aged sixteen to twenty. There were six boys and five girls. Two of the boys held liquor bottles, almost empty, in their hands. One boy threw his bottle out of sight when the teacher came into view, but not before she had seen him with it. A boy and a girl in the group were kissing; the girl was already under suspicion, as yet unproven, of misbehavior with boys from the school. The teacher, who was known to be very religious and also very strict, was obviously deeply shocked. Most of the students, at first greatly alarmed by her presence, broke into laughter, which they tried unsuccessfully to control. The teacher believed that all the students joined in the raucous laughter, which she took as further evidence that all had been drinking. She recognized one of the boys as having gone AWOL two days before, which suggested to her that the meeting in the field was prearranged.

On Monday, the school administrators met with the teacher to consider the appropriate punishment for the disobedient students. Although two of the boys and three of the girls had no previous record of misbehavior, the others had received many periods of detention for past offenses. The teacher argued that all had deliberately taken part in an offense clearly punishable by suspension and had compounded their misbehavior by their disrespectful laughter. Not to punish all, she maintained, would seriously damage her prestige among the students, as well as that of all the teachers and persons of authority in the school.

The offending students were summoned to the office. Each one gave a slightly different story of what had happened. The boy who had been seen throwing away the liquor bottle argued that it had in fact been a bottle of soda pop. He shrugged his shoulders when asked why he had thrown it away if it was only a pop bottle. The boy who had gone AWOL admitted he had done so, and said that he was walking back to turn himself in when he came upon the group of ten in the field. Two of the boys denied having been drinking, with apparent sincerity, but remained silent when asked whether drinking had gone on at the party.

The boy who had held on to his liquor bottle while the teacher confronted him freely admitted having been drinking, and claimed he was the only one in the group to have done so. He denied having seen any other liquor bottle, and shrugged his shoulders and grinned when asked how he had single-handedly drunk almost an entire quart of bourbon whiskey. On being questioned, he said that the liquor had been given to him by a friend, whose name he had forgotten. The sixth boy said that he had been walking along nearby when he heard the sounds of the party, and had just walked up and sat down when the teacher arrived. The other students sat in tight-lipped silence as he said this, but refused to contradict him; this student, who was generally considered a goody-goody, had no history of misbehavior.

The five girls also responded variously to questioning. The girl who had been embracing the boy said with apparent emotion that he was her boyfriend and that they had a right to be kissing. The boy she identified would not comment on what she had said. She denied having been drinking, however, and said that she had not laughed at the teacher. The four other girls also said that they had neither drunk liquor nor laughed at the teacher, and several of the boys nodded in agreement. The teacher, at this point clearly disturbed and angry at the denial of her account, remarked that the stories of several of the students sounded as though they had been agreed upon in advance. Failure to punish the students severely, she said. would be to reward them for their lying. The administrators, who had asked questions and commented only occasionally, told the students to remain silent at desks in an adjoining room while they considered what punishment was appropriate.

As they did so, a guidance counselor knocked on the administrators' door and entered the room. This counselor, known for supporting students in difficulty with authorities, said that he had heard of the proceedings against the students and wished to add his comments. The students' statements were summarized for him. He argued heatedly that only those students with records of serious offenses should be punished with anything more than additional work periods; of those students, he suggested with obvious reluctance, the boy who had lied about his "soda pop" bottle should be suspended to teach him a lesson. He argued that student morale would be greatly damaged by a mass trial. In particular, suspending all the students would be upsetting to their classmates, and to the dormitory aides and other guidance counselors as well. The administrators received his suggestions with barely concealed irritation, and thanked him for his comments, which would, they said, be taken into account in their decision. The guidance counselor then left the room obviously upset. A few minutes later, one of the administrators entered the room where the students were silently waiting. He informed them that no final decision would be reached until there was an opportunity to discuss the matter fully with the school Superintendent.

The next day five different groups on the campus could talk of little else besides the drinking party episode. Those groups included 1) students, 2) administrators, 3) instructional aides, 4) teachers, and 5) guidance counselors.

COMMUNICATION GAME

THE DRINKING PARTY

Instructions:

You will now become a member of one of the five groups mentioned at the end of the story. Your teacher is playing the role of school Superintendent. You may invite him to come discuss the matter with your group in an attempt to influence his final decision. He has asked for the opinion of each of the groups, and expects you to submit a recommendation in writing before he decides.

The activity you are about to take part in has been designed to show how some of the principles of communication you have been studying over the past five weeks may be used. You should evaluate yourself on how you use evidence (both fact and opinion) to persuade other members of your group as it tries to reach a recommendation for the Superintendent.

On the last sheet of this material is a character description of the role you will assume. What people think and how they feel makes them act differently in different situations. The character description for your role will help you decide how to think about "The Drinking Party."

In the case of teachers, for example, decisions are influenced by the desire for approval from students, fellow teachers, the principal and themselves.

Each player in this game has a brief description of what he thinks, feels, and does. Each description is different. One teacher may be most concerned about being accepted by other teachers, while another is most affected by the principal's opinion of him.

(1) Re-read "The Drinking Party." Now read your character description carefully and also the Recommendation Alternatives which immediately follow these instructions.

(2) Make a tentative decision as to which Recommendation Alternative most accurately fits what your role suggests. You must choose a response which is related to the person in the description. Remember you are playing a role. Don't think about what you would do in this situation, think about what the person who has been described would do.

(3) Now spend a few minutes thinking about the kind of evidence you would use to persuade others that your response is correct. How would you try to win an argument and persuade others of your position? What facts would you use? What opinions?

(4) When you have chosen a Recommendation Alternative join the other people in your group. The class will now be divided into groups--guidance counselors, administrators, teachers, etc.--and the groups should space themselves appropriately around the classroom.

(5) Now that you have worked out your individual response, your whole group will take a position. You should try to persuade your group to reach the decision you chose. Your group has fifteen minutes to reach a conclusion and write a response. You can use one of the Recommendation Alternatives as it is written or change it. You have very little time to persuade your group so make your arguments as brief and clear as you can. Your group must make a decision by majority vote. Every member must agree to support that position.

(6) The recommendations of each of the five groups will now be written on the blackboard or overhead projector for the Superintendent. They will be numbered and the group which made each one will be indicated. Now you will vote on paper for the recommendation you think the Superintendent ought to follow, and the recommendation you think he will probably follow, and the one you would choose from your own personal point of view.

(7) The Superintendent will now read his decision, prepared before the voting.

(E) Consider and discuss the following questions:

1. How did you decide to use evidence in defending the position you chose? What evidence did you use?
2. What argument was most effective in your group? What use of fact and opinion did the argument make?
3. How could you have been more persuasive?
4. How can people defend themselves against other people's viewpoints?
5. How did other members in your group disclose their character descriptions so that you knew how to deal with them?
6. How did the second ballot differ from the first? Did the Superintendent's decision affect the second ballot? How?
7. What do you think would really happen to the students in this situation?
8. As a group, determine the strongest arguments which support the students and the strongest arguments which support the teacher who discovered them and the administrators.

RECOMMENDATION ALTERNATIVES

From the following list, choose that recommendation which most accurately reflects the personality of the person you are playing in this game, as influenced by discussion in your group.

1. To help maintain the authority of teachers and administrators, all of the students should be immediately expelled. We cannot have the teacher and school being made fun of.

2. Realizing that we will be putting the Superintendent in a difficult position, let's send a letter to parents asking if it would be o.k. to suspend the students.

3. The school has done pretty well by most of its students. A few rotten apples can spoil the whole barrel, however. Single out the worst in the bunch and suspend them.

4. We can't act without evidence. It's too important. Unless the teacher makes a clear presentation of factual evidence, the charges against all of the students should be dropped.

5. I say we should stand up and support these students. I think they were breaking the rules to show how unhappy they are. We should work to change the rules so that things will be a little more livable around here.

6. I've had it with the way people run this place. I think all of us ought to form a union and go on strike. Maybe then we'd get some changes.

7. Let's put this whole thing in perspective. Obviously we have to have rules and some of the rules have been broken. We ought to look at the evidence more carefully and give the students a fair trial where they are granted a decision after due process of law.

8. Some of those kids were in my dorm and they have made my life miserable. The sooner you get rid of them the better.

9. I'm fed up with the whole mess. I'm taking off. I can't stand this place another second. I don't care whether they let me back in or not. I wouldn't stay here on a bet.

10. Some of those kids are o.k. You shouldn't single the whole bunch out for a mass trial. Look at the merits and weaknesses of each student and make individual decisions.

11. This is the first time some of these students have been in trouble. We shouldn't punish them for a first offense. It wouldn't be fair.

(Man or Woman)

ADMINISTRATOR CHARACTER DESCRIPTION

You have been an administrator in this school for two years. You are greatly disturbed by the inadequacies of the school, and by the lack of a clearly defined chain of command in the system. You have decided that you might as well use that lack of definition to take the risk of trying to improve the school significantly.

The students tend to consider you their ally, which pleases you greatly. You have the feeling that you may actually be improving education in the school by your actions, and this is very important to you personally. You are uncertain how your supervisors will respond when they become aware of your actions and policies. You are happy, however, to stay in this school and improve it, and simply want to be sure that you will not be removed. There seems little likelihood of that. Despite the frustrations, you consider yourself happy in your job.

(Woman)

TEACHER CHARACTER DESCRIPTION

You are twenty-four years old, and graduated two years ago from a Midwestern girls' college, where you majored in education. You plan eventually to marry and live in a city. For now, however, you want to do something socially useful. You considered the Indians to be a down-trodden group receiving insufficient public attention, and you decided it was the least you could do to spend a couple of years teaching on a reservation. Now, however, you find the job really exciting, and plan to stay on for two or three more years--partly because your old boyfriend in the city found a new girl and is engaged.

You are really fond of your kids, and feel they are much brighter than the other teachers seem to think. You have been letting them do creative drama and writing in their English class and taking them for long walks outside, innovations which disturb the administrators somewhat and anger the other teachers. You think that your first job is to "turn the kids on" to school and learning, and in that you have succeeded. As a result, you think, your kids have been learning more than the students of teachers much older and more experienced than you. The kids really like you, which gives you great pleasure, and you feel that you are being really useful to your country and your fellow citizens. You couldn't care less what the administrators and the other teachers think of you. In fact, you look at them almost as enemies, and they sense this. In disputes between children and staff members, you invariably side with the student.

(Man or Woman)

TEACHER CHARACTER DESCRIPTION

You have been teaching in this school system for almost thirty years, ever since you graduated from the state university of this state. Although your tenure makes your dismissal highly unlikely, you are extremely dependent on your superiors' approval. This is in part because the turnover rate for teachers in the school is high, while the administrator turnover rate is much lower. You do not really enjoy your work. You think that the children are lazy and stupid, and find yourself thinking that this is true of all Indian children.

You think that it is a waste of effort trying to teach them academic subjects when they are unable to speak even good English. You are disturbed by the reports of drinking and immorality among the students, and believe that your first duty should be to teach the students the importance of discipline, obedience to constituted authority, and good citizenship, which in your opinion go together. The fact that your pupils do not seem to like you, and misbehave in class, convinces you of this. You care about the opinions of your fellow teachers only when they agree with your own. You are not critical of the school system or of your school's administration, except when they seem determined to "shake things up"; generally, you feel that an attack on them is also an attack on you. You consider your job an unpleasant burden to be borne until retirement, a few years from now.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been an instructional aide for ten years. Before employment, you completed the eleventh grade, You are married and have four children between the ages of four and nine.

You have found it extremely difficult to win the students' trust or affection because you believe that they should experience the same hardships you endured in your youth, so they will learn respect for their elders and appreciation for what is given them. You feel that students take too much for granted; in particular, you believe that they impose on your free time. You feel that the students have no consideration of the fact that you have a family and a personal life apart from your job.

You have also had some disagreements with the administration because of your outspoken criticism of the poor conditions in the dormitories and of the excessive work required of instructional aides. You have often stated that this work load prevents aides from working closely with the youngsters. Other instructional aides tend to look upon you as their spokesman and leader.

Your own children have benefited from the traditional Indian child-rearing philosophy to which you have held. They respect you, which means, in your opinion, that your philosophy is correct. You find it difficult to accept any other approach to child-rearing for Indian youngsters.

(Man)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been an instructional aide for three years, since you dropped out of your freshman year in college. You are torn between your desire for the approval of your superiors, the guidance counselors and administrators--and your peers, the other instructional aides.

You feel a great responsibility to your wife and baby to try to advance yourself with salary increases, and tend therefore to support the administrators' decisions publicly, while privately disagreeing. The other instructional aides consider you a tool of the administrators, and resent your willingness to work what they consider excessively long hours. On the one hand you feel that their grievances are justified; on the other hand, you feel that the road to eventual success in life is to work with and imitate white men. You are not particularly well liked by the students, who do not feel that you are really "on their side." This is not of great importance to you, however. In general, you are frustrated and unhappy in your job, but you know of no other job you can get at this time.

(Man)

TEACHER CHARACTER DESCRIPTION

You are now thirty years old, and have been teaching in the school for a year, after six years in another school. You got married while still in college, and found yourself unable to get a job teaching in a state school in the city after you graduated, so you entered the Bureau education system. You feel that it was a comedown to have to move with your wife to a reservation area, because of the geographic remoteness and because the only thing you had ever heard about Bureau schools was that they were "no good," mostly from people who knew nothing about them.

When you are in the East, visiting your parents and in-laws, you still run into the same reaction, and you sometimes find it hard to keep your temper. You do feel defensive, however, because you would rather be living in a prosperous suburb with your wife and your child, who is now two years old. You want to feel that your job is exciting and dynamic, even if you don't like it wholeheartedly. Although you admit it only in moments of depression, you don't much care that your students don't seem to be learning very much from you. What really matters to you is that the other teachers look up to you as a leader when it comes to demanding better textbooks and facilities, more instructional aides, and a free hand in both instruction and discipline. You think that the guidance counselors and dorm aides are usually too soft on the kids, and the administrators don't back you up enough. You are glad that they think you're too assertive.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You are extremely upset at the heavy work load on the guidance counselors in the school. In your previous job, which you left two years ago, your pupil load was far lighter. You hope to organize the other guidance counselors to demand an easing of the case load. Your greatest interest is in this effort, for you find the job unrewarding and the struggle with the administration emotionally very wearing. You try to be helpful and sympathetic to the students' needs, and they have responded well. You feel that your success with the students will help you to bring about changes in the counseling structure of the school.

The teachers, while few of them get along with you personally, recognize the desirability of an increase in the number of counselors. They are, however, well aware of the students' ability to play off teachers against counselors, and are fearful that improvement in the counselors' status may make their job even more difficult. Despite these tensions, the support given you by the other guidance counselors makes you feel it is worth continuing in the job.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You are generally happy with your job, despite the heavy work load. You find great personal satisfaction in being able to help the students, and do not wish to impose your own ideas as to career or way of life. You prefer to be a sympathetic helper, willing to listen to students' problems and assist them in devising their own solutions. You are well liked and trusted by the students. Your success with the students has aroused the resentment of other guidance counselors, as has your disregard of the other counselors' opinion of you. The school administration is aware of your popularity with the students, and recognizes its value, but fears that you may automatically tend to ally yourself with the student in difficulties with a teacher or administrator, without ever bothering to learn the other side of the story. You have been told of this uncertainty about you, but as long as you feel you will not be removed from your position, you are unconcerned about the criticism.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You became a guidance counselor in this school with a kind of "missionary zeal" to help Indians, about whose condition you were concerned.

You believe firmly that the solution to the problems of the American Indian is the assimilation of the Indian population into the broader American society. In your discussions with students, you emphasize the desirability of completing high school, going on to college, and then leaving the reservation. You do not care in the slightest what the other guidance counselors think of your approach. You have not been received enthusiastically by the students, who often seem to feel you are interfering in their private affairs. You are certain, however, that in the long run you are doing the students good by presenting them with this alternative to life on the reservation. You are eager for the approval of your supervisors, so that your ideas may be incorporated into school policy.

(Man or Woman)

GUIDANCE COUNSELOR CHARACTER DESCRIPTION

You have been a guidance counselor in this school for three years. You are bitter at having been assigned to this remote school, and at being responsible for some 100 students. Your hope is to please your superiors enough to be reassigned eventually to a school more to your liking.

You find the Indian children on the whole reluctant to talk about themselves, in contrast to the children at a school where you worked formerly. You are frustrated by your work, and realize that your hostility toward the job has made you ineffective as a counselor of students. You look to your fellow guidance counselors for support, to confirm you in your hope that it is the job situation, and not you yourself, that is to be blamed.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

You have been employed as an instructional aide for two years. You graduated from high school eight years ago, and are single. After graduation, you worked as a teacher aide for six years. You have in general a good relationship with the students, largely because you are willing to spend many hours of your free time with them. You also sometimes take students to your home on weekends. Because the students seem to favor you over other instructional aides, you are not particularly popular with your peers. This does not, however, disturb you.

The administrators frown on students' weekend visits to your house, but you have no intention of putting an end to them. You often wonder why you stay in your present position. You do not find it exciting, and you feel that life is somehow passing you by. You are not even satisfied with your performance in your job, but you have a great need for support and approval, especially from the students.

(Man or Woman)

INSTRUCTIONAL AIDE CHARACTER DESCRIPTION

As an instructional aide in this school for over twenty-five years, you have become accustomed to the changes in personnel that go on around you. Over the years you have developed a sense of identity with the system. This makes you take the administrators' side on most issues, even though you feel strongly that you know what is best for the students.

For instance, you defend the present restrictions on students leaving the campus because you feel that only in this way can the school be sure it is fulfilling its duties to the students and to their parents.

The students get along with you fairly well, as do the other instructional aides, but they don't really respect you or listen to your advice. This doesn't particularly bother you, because you have enough outside interests to reward you, and your retirement is approaching. For these reasons as well, you have no desire to rock the boat by placing yourself at odds with the administrators.

(Boy)

STUDENT CHARACTER DESCRIPTION

You didn't get along well with your parents when you lived at home because it was more important to you to be part of a circle of friends than to listen to every word they said about what you should and shouldn't do. In general, you are a rebel against authority, whether it is your father, your teacher, or your principal. You are very popular in the school because of your ability as the quarterback of the school's football team. You enjoy sports, but most of all it pleases you to be as influential in the school student body as you are. You have tried to use your popularity to organize students to protest against some of the restrictions and against the work details. This has made you very unpopular with your teachers and with the school administration, but that has only increased your influence over other students. You probably won't go on to college because it doesn't interest you, but you won't drop out of school either, because you're really enjoying yourself. The school has tried to talk to your parents about you, in the hope that they could make you less of a troublemaker. Your parents sided with the school authorities, but that didn't trouble you.

(Girl)

STUDENT CHARACTER DESCRIPTION

You are not the brightest girl in your class by any means, but you are hardworking, cooperative, and friendly, and you generally get good grades. You are thinking of going on to college, but if your parents decide that they definitely want you to come home after graduation, you will go along with what they say. Your family is close-knit and traditional, and it means a lot to you both to be part of your family and to be an Indian. You have been brought up to believe that adults generally know best, and that their authority should in any case be accepted. As a result, you would probably be quite upset if one of your teachers got very angry with you, but that hasn't happened yet, and it isn't likely to happen. You have a few friends, and they are important to you, but you won't, for instance, let even your good friends copy your homework.

(Man or Woman)

ADMINISTRATOR CHARACTER DESCRIPTION

You have been an administrator in this school for twelve years. You are unhappy with the school system for several reasons: (1) You are unable to exercise the control you would like in allocating funds. (2) You are unable to hire and fire teachers at will. (3) You are unsure of what independence of action you actually possess. You have decided that these problems are not your fault, and that there is no reason to stick out your neck and get in trouble for exceeding your authority. You have therefore decided that the best policy is to "run a tight ship," keep the students well disciplined so that no scandals develop at the school, and keep your superiors in the school system contented. You are not disturbed by the widespread student discontent with the instruction, facilities, and rules of behavior in the school. Nor are you disturbed by the discontent of the teachers with some of the same inadequacies. You are simply hoping that your generally successful record may win you a promotion to a job in a better, less remote school.

(Girl)

STUDENT CHARACTER DESCRIPTION

You are one of the school's "problem girls." You don't get along with your teachers, and are suspected by the dormitory aides of running around with the worst behaved boys in the school. You are glad, however, to be part of the gang and to be having fun. You don't like school, and you think you might as well get something enjoyable out of it. You have been out after hours once, and the school got in touch with your parents. This upset you, because your parents, who are very traditional, were extremely unhappy and disturbed. Afterwards, however, your behavior didn't really change. You plan to drop out before graduating, and see no sense in any time wasted on school work.

(Boy)

STUDENT CHARACTER DESCRIPTION

You have had a pretty good time at school this year. You have the feeling that you're "one of the gang," and that your fellow students accept you. You would like to do better in school than you're doing, but you'd rather get bad grades than set yourself apart from your friends by excelling in class. Your parents are not happy about your being away at school. A few times last summer you got drunk, and your parents were very upset. They assumed (correctly) that you and your friends at school got drunk together every so often. But that doesn't really bother you. You have your circle of friends, you have fun with them, and you don't really see the point of working hard and obeying school rules to the letter.

(Boy)

STUDENT CHARACTER DESCRIPTION

You were somewhat upset about going away to boarding school. You come from a close-knit family, and it is important to you that your parents are happy with what you are doing. As a result, you tend to work pretty hard in order to please them with good grades.

You also try not to get into trouble, so that word won't get back to your parents. However, it is also very important to you to have a circle of friends, to take the place of your parents as companions. You find it hard to do well enough to please your parents and also not make your friends feel that you are trying to outshine them. Moreover, you don't really like your teachers, and it bothers you that your friends may think you're trying to do well in order to please them. The result of all this is that you're usually feeling confused and unhappy.

(Boy)

STUDENT CHARACTER DESCRIPTION

You are not, on the whole, well-liked by your classmates. They think you're a goody-goody because it is really important to you that the teachers think well of you. You feel it is important to please your teachers because you hope to go on to college, and you think that a good relationship with your teachers will help you achieve that goal.

Your parents are very traditional, however, and they would rather you come back to the reservation after finishing high school. You think your parents are stick-in-the-muds who would like to keep you from having a decent career. You have decided that it just doesn't pay to worry too much what they think. You are sorry, however, that you don't have as many friends at school as do your classmates who don't try so hard to please teachers. You'd really like to be able to go out with them and have a good time, but you're not prepared to sacrifice your grades or your good relationship with your teachers for the sake of fun and companionship.

(Boy)

STUDENT CHARACTER DESCRIPTION

You think of yourself as a brighter and more individualistic person than most of your classmates. You don't care much for them, and you don't really care whether or not they like you. You get a lot of pleasure out of reading, and have a few friends among the teacher and dormitory aides, with whom you occasionally have long conversations. You plan to go to college because that is what interests you. You feel that you are better educated and more intelligent than your parents, who don't really seem to understand what makes you tick. You love your parents, and you don't like to see them get upset, but you certainly don't plan to listen to their views when it comes to deciding what you're going to do with yourself in life. Overall, you feel happy and contented, pretty sure that you can handle your own affairs.

(Girl)

STUDENT CHARACTER DESCRIPTION

You are not, on the whole, well-liked by your classmates, They think you're a goody-goody because it is really important to you that the teachers think well of you. You feel it is important to please your teachers because you hope to go on to college, and you think that a good relationship with your teachers will help you achieve that goal.

Your parents are very traditional, however, and they would rather you come back to the reservation after finishing high school. You think your parents are stick-in-the-muds who would like to keep you from having a decent career. You have decided that it just doesn't pay to worry too much about what they think. You are sorry, however, that you don't have as many friends at school as do your classmates who don't try so hard to please teachers. You'd really like to be able to go out with them and have a good time, but you're not prepared to sacrifice your grades or your good relationship with your teachers for the sake of fun and companionship.

(Boy)

STUDENT CHARACTER DESCRIPTION

You are very devoted to your parents, who are in turn very proud of your good performance in school. They have brought you up to believe that adults know best, and that children should respect the wishes of those in authority. Your parents would not object if you wanted to go to college, but your mind is not completely made up. In fact, you would rather like your parents to make the decision for you. You have a few friends in school, but basically you think that working hard and doing well is more important than friends and having fun. You are never in trouble with the school authorities, and are generally liked by your teachers and the other staff members, although you sometimes think they aren't very interested in you. You often have felt unhappy this year without knowing exactly why. You are looking forward to going home when school lets out for the summer.

(Teacher)

SUPERINTENDENT'S CHARACTER DESCRIPTION

You have only been Superintendent of this school for one year. Your previous work experience has included seven years as a teacher and department chairman in a boarding school; the last three years you have been a Principal.

You looked forward to taking this new job. You have always wanted to make important decisions about school policies and procedures.

You are considered knowledgeable in the field of administration, having completed a Master's degree plus additional post-graduate hours in educational administration. You have kept abreast of the new curricula and have always taken pride in the innovative atmosphere of your classroom and the school you just left.

You wished that you could bring your innovative ideas to life in this new position, but you have come up against many problems. Teachers seem interested more in security than in the students they are supposed to be teaching. Your administrators and guidance people seem more concerned with control than with enlightened approaches to student motivation and achievement. You know the potential of your students, but you also know the ideas won't work without staff support. You know you have to work for staff demands on one hand and support administrative procedure on the other. You have always been courageous in making decisions in the past but you now find decisions affect so many people that you must be very careful.

You wish things would always run smoothly and you are getting tired of petty grievances. Lately you have gotten irritated when people haven't performed to the level you expect. You know that this school would be far more exciting and rewarding for staff and students if there were more understanding and interaction, and yet you are having trouble bringing about these changes.

You believe in fair play and try to avoid any semblance of dictatorial methods. But you also believe in enlightened order. You will listen to various interest groups' positions carefully and look at their recommendations. You may be forced to develop your own decision if you do not feel any of the recommendations are in the best interest of the school or students.

Unit II: Concept Formation

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TEACHER'S GUIDE

UNIT II: CONCEPT FORMATION

INTRODUCTION

When it is understood that a concept is not a word, but rather a multitude of similar and potent human experiences which a word conjures up, then the fundamental utility of the concept as an intellectual key is discovered. The concept work plays the role of a shorthand, better yet a calculus for dealing with the complexity which has become our daily lot.

At the Project, we define a concept as a word which gives form to the world of experience in the mind. A concept word organizes some dimension of reality. "River" for example, is the concept which takes our primary experience of the Colorado, the Mississippi, the Missouri, and our secondary experience through pictures, films, books of the Amazon, the Rhine, the Yangtzee, and allows us to deal with them in terms of their basic similarities in physical and dynamic terms. "Conflict" is the conceptual category which gives form in our minds all the way from a fight with another person, to great powers engaged in a war as we see that war in the papers and on television.

Hence, insofar as a concept word deals with areas of basic human experience, it is responsive to student need. For example: POWER in personal terms is very important to the child as he in effect asks, Who has power over me? Whom have I power over? CHANGE is an important dimension for the child to be conscious of, for it is the essence of growth and education.

Consciousness depends on the effective use of concepts in our heads, and consciousness is the hallmark of the free man. If you can't conceptualize you can't predict. If you can't predict, you can't act effectively for your own future. Conceptualization and prediction are particularly important skills for people who are not part of the dominant society. Political concepts, economic concepts, educational concepts, logical concepts, organizational and governmental concepts are the dominant society's major weapons. Without knowledge and skill to move in these conceptual domains in a way which accurately forecasts the future as a basis for effective action, there is no real freedom, equality or justice.

This unit centers around the five Master concepts and their opposites chosen by the Project as encompassing the most significant dimensions of human experience.

These master concepts are: INTERACTION (ISOLATION), CHANGE (STABILITY), CONFLICT (COOPERATION), POWER (POWERLESSNESS), and VALUING (IGNORING).

The working descriptions we have given these concepts and the linkages between each are as follows:

1. INTERACTION - the perceived dynamic in all human situations.

2. CHANGE - the movement and direction of an interactive situation.

3. CONFLICT - the result of different value responses to the direction, duration and extent of change.

4. POWER - applied to resolve conflict.

5. VALUING - the internal process which determines response to human situations.

For the Master Concepts to work as a calculus for the intellectual process they must be grounded in the concrete. The Project has identified four types of Concepts of Location: Actor, Theatre of Action, Type of Action and Time of Action.

The Actor: man, self, others, family, clan, tribes, groups, races, nations.

The Theatre of Action: space, land, house, school, village, town, reservation, region, city, county, state, country, continent, world, solar system, galaxy, universe.

The Type of Action: political, economic, socio-cultural, psychological, technological.

The Time of Action: past, present, future, duration, moment, instant, second, minute, hour, day, week, month, year, decade, century, millenium, eon.

When a Master Concept or appropriate Sub-Concept are tied to a set of Concepts of Location, they become powerful tools for the intellect.

For example: the concept of CHANGE in the PRESENT located in a TOWN with the FAMILY as actors--immediately triggers a scenario which draws on the student's experience to illuminate "change resulting from growing up, going to school, getting ready for a job or college." If the time of action is changed to the PAST, the mind is carried to the parent-child relationship in early America, or Renaissance Italy, or....By putting CONFLICT in the place of CHANGE, the imagination moves to the current generation gap and youthful rebellion. By replacing FAMILY with TRIBE, and TOWN with RESERVATION, a new scene unfolds of dispute arising from the distribution and use of Federal claims settlements.

It is this kind of use of concepts that allows a person to make accurate generalizations which can help in understanding the past and predicting the future course of events.

Now all concepts are based upon concrete experience: individual concepts depend for their meaning and usefulness on the variety and extent of concrete experiences that give significance to the content word.

There are three levels of experience which feed into the development of concept significance for the individual:

1) First-hand experiences: It happened to me. I saw 35 different dogs last year, and the word "dog" is now a concept, a composite of the experiences I have had last year.

2) Second-hand experiences: I saw it happen on television. I heard it on the radio. It was in today's paper. It happened to someone I know who told me, and I believe him.

3) Third-hand experiences: I read it in a history book. Someone I know said they heard it somewhere.

Now many students don't see words as a powerful tool for organizing their heads. They have difficulty making the connection between one experience and another, and between generalized experience and a concept word. Even if they can do this much, they often lack the skill to make use of the concept as a means for organizing life.

So this unit concentrates on having students build concepts from first and second-hand sources. During the next few weeks you will assist your class in researching what the five master concepts mean and the first-hand human resources available to them in your local setting: other students, teachers, administrators, tribal leaders, parents, professionals, storekeepers, policeman--anyone who is willing to cooperate.

However, before you have the students do actual field research, you and they will need to find out how much they, both individually and as a class, know about the concept words and you will have them research second-hand material like television, radio, newspapers, magazines, and particularly advertisements in each to find out how often and in what ways the five master concepts appear.

ACTIVITY 1: WORD-WANDERING

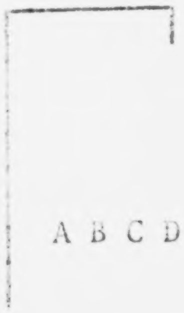
Words need to be made interesting, even exciting, if this unit is to succeed.

It would be well to spend some time doing some word-wandering.

Tell the students that you are going to play a word-game. Ask them to respond to a word you will use with the first word that comes to them. Start off with some easy ones like; hot, red, up, father, cat, state, minute, war. Pick one student, then another. After the pattern of responses is established, divide the class into two equal teams. Use a stop watch or the sweep-second hand of the clock and have students line up. The first says a word to the second who responds, then the second to the third. In the meantime the first student goes to the end of the line so that you can run through twice. Tell the other team that they can stop the action if three or more of them raise their hands if they think the word response doesn't make sense. Have the person try to defend their response, then have the whole class vote. Whichever team wins the argument has ten seconds taken off their total time. You arbitrate disputes (as usual).

You may want to run through several variations of this, such as giving a word and having a student give you an object or appropriate process (hot-fire, blue-sky, cold-ice, love-kiss, war-kill, etc.).

Try hangman's noose at the board or in small groups with dittoed playing sheets.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A person thinks of a word (you may want to limit this to words which describe an Actor, Theatre of Action, Time of Action or related to Type of Action: economics, military, politics, etc.) and make as many dashes as there are letters in that word. Then the challenger (individual or class) guesses a letter and crosses it out from the alphabet so that he won't guess it again. If the letter is contained in the word the one who has picked the word writes the letter in the appropriate dashes. If the letter isn't the word, a head is drawn on the noose. The next letter that is missed puts a body on the head. Subsequent misses: two arms, two legs, two hands, two feet - at which point the challenger is hung. The object is to guess the word before this happens.

You can play word-charades using individual words or phrases (all rivers run to the sea. The sun dries the earth. The elephant is the largest animal on land.) The usual charades rules are used.

You can do a classroom version of any of the T.V. word shows that students are familiar with (or better yet have them watch and figure out the rules and run it themselves).

As a final activity, you can have them find quotes that people have made in newspapers (first astronaut on the moon, tribal chairman pronouncement) and have the class guess who might have said it, and what he meant.

Obviously the point is to loosen up the class and make words fun. What you do should relate to the skill of students. If it takes a week, take a week.

ACTIVITY 2: PRE-POST TEST

There are four elements to the Pre-Post Test:

1) A semantic differential to find out how students feel about the words (all Master Concepts and Concepts of Location).

2) How do students define each word.

3) Can students use each word in a sentence?

4) Can students give a concrete event which shows what the word means without using it?

They will take this test again at the end of the unit to help them and you measure growth. If at all possible avoid using this test for grading purposes. If you have to grade from a test use only parts 2, 3 and 4 of the post-test, or work up your own final exam.

You can burn ditto masters directly from the following "master," or revise the Pre-Post Test to suit your own needs.

A guide to interpretation will be found on page 159.

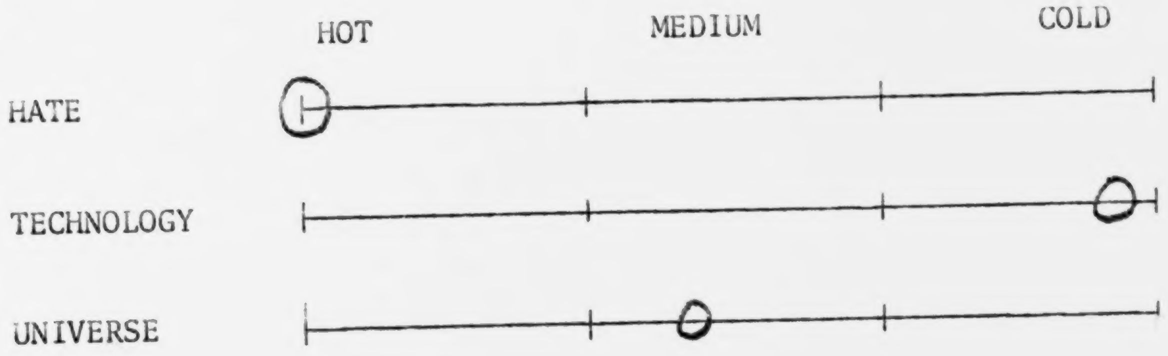
It may work better for you to break the test up over a three or four days while playing the word games.

NAME ____________________

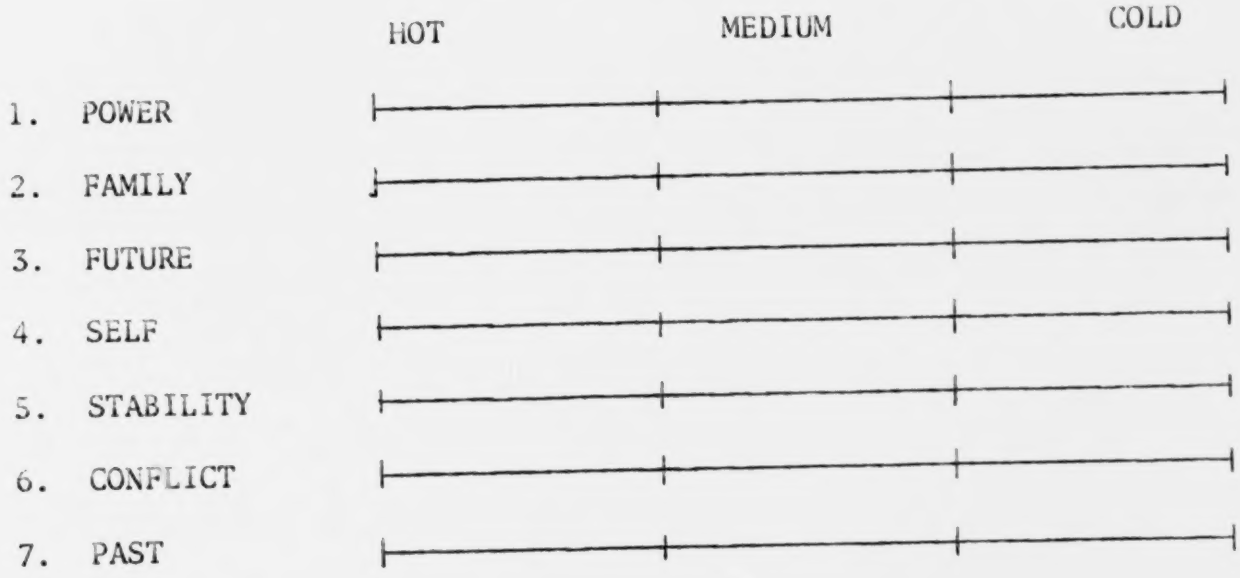
WHAT DO YOU KNOW ABOUT THESE WORDS?

PART I: There are no right or wrong answers to the following. Here's what you are to do: circle that point on each line that indicates how you feel about the word. If you feel the word is "hot" then circle toward the left end of the line, if "cold" then the right end, if medium then in the center.

Example:


HOT
MEDIUM
COLD
HATE
TECHNOLOGY
UNIVERSE

Now begin and work rapidly. You will have 15 minutes to finish.


HOT
MEDIUM
COLD
1. POWER
2. FAMILY
3. FUTURE
4. SELF
5. STABILITY
6. CONFLICT
7. PAST

		HOT	MEDIUM	COLD
8.	MOTHER			
9.	VALUING			
10.	ECONOMICS			
11.	POWERLESSNESS			
12.	PRESENT			
13.	RESERVATION			
14.	GRANDFATHER			
15.	STATE			
16.	SOCIAL			
17.	INDIAN			
18.	CHANGE			
19.	IGNORING			
20.	LOVE			
21.	ENEMY			
22.	NATION			
23.	UNCLE			
24.	COOPERATION			
25.	FRIEND			
26.	TRIBE			
27.	FATHER			
28.	INTERACTION			
29.	PEACE			
30.	WAR			
31.	HATE			
32.	MONTH			

HOT MEDIUM COLD

33. AUNT
34. ISOLATION
35. TEACHER
36. RACE
37. LAND
38. HOUSE
39. STUDENT
40. POLITICAL
41. YEAR
42. SCHOOL
43. VILLAGE
44. WORLD
45. TECHNOLOGICAL

NAME ______________________

WHAT DO YOU KNOW ABOUT THESE WORDS?

PART II: You have indicated how you feel about the forty-five words you responded to in terms of "hot" and "cold." Today you are asked to do a task that will take an hour or so.

You are to do three things with each word:

Example:

RESERVATION

1) Give a short definition.

DEFINITION: Land that belongs to an Indian tribe by treaty with the U.S. Government.

2) Use the word in a sentence.

SENTENCE: The Hopi reservation is surrounded by the Navajo reservation.

3) Describe a real or imagined event that tells what the word means without using the word.

EVENT: It would take several weeks to walk around the land owned by the Oglala Sioux in South Dakota.

1. POWER Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

2. FAMILY Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

3. FUTURE Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

4. SELF Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

5. STABILITY Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

6. CONFLICT Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

7. PAST Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

8. MOTHER Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

9. VALUING Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

10. ECONOMIC Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

11. POWERLESSNESS Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

12. PRESENT Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

13. RESERVATION Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

14. GRANDFATHER Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

15. STATE Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

16. SOCIAL Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

17. INDIAN Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

18. CHANGE Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

19. IGNORING Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

20. LOVE Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

Sentence: ______________________________

Event: ______________________________

22. NATION

Definition: ______________________________

Sentence: ______________________________

Event: ______________________________

23. UNCLE

Definition: ______________________________

Sentence: ______________________________

Event: ______________________________

24. COOPERATION

Definition: ______________________________

Sentence: ______________________________

Event: ______________________________

25. FRIEND

Definition: ______________________________

Sentence: ______________________________

Event: ______________________________

26. TRIBE

Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

27. FATHER

Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

28. INTERACTION

Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

29. PEACE

Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

____

30. WAR

Definition: ______________________________

____

Sentence: ______________________________

____

Event: ______________________________

Sentence:

Event:

32. MONTH Definition:

Sentence:

Event:

33. AUNT Definition:

Sentence:

Event:

34. ISOLATION Definition:

Sentence:

Event:

35. TEACHER Definition:

Sentence:

Event:

36. RACE Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

37. LAND Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

38. HOUSE Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

39. STUDENT Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

____

40. POLITICAL Definition: ____________________

____

Sentence: ____________________

____

Event: ____________________

41.

Sentence:

Event:

42. SCHOOL Definition:

Sentence:

Event:

43. VILLAGE Definition:

Sentence:

Event:

44. WORLD Definition:

Sentence:

Event:

45. TECHNOLOGICAL Definition:

Sentence:

Event:

GUIDE TO INTERPRETATION OF PRE-POST TEST

PART I: (should be done after both parts of test are finished)

A group of five students who you feel would make careful researchers should be selected to gather data from Part I.

Using the Summary Data sheets on the next pages have each "research" student record total number of responses for each word, each category under HOT, MEDIUM, or COLD.

When they are finished you will want to look over the results with the following questions in mind:

1) Which categories tend to fall to the extremes.
(Actors and Theatres should be the "hottest" category because they are the most familiar).

2) How do the Master Concepts fare?
(Change, conflict, power, powerlessness will probably be the "hottest" of the group. A large measure of medium will mean the words have little balance in the students' intellectual lives.)

3) What does the overall response pattern tend to indicate intuitively?

You may want to take a small sample of concepts like: power, father, mother, Indian, tribe, teacher, student--and see if there is significant variation between boys and girls' responses.

Other uses of the data will emerge in the course of working with it. Of course, it is the comparison with the Post-test results which is important. There should be a marked movement toward the "hot" by the end of the unit.

I. SUMMARY DATA -- MASTER CONCEPTS

Put total number of responses for each 1/3 of line.

(HOT, MEDIUM, COLD)

Example:

WORD #	HOT	MEDIUM	COLD
1. POWER	卌 卌 卌 I ⑯	卌 I ⑥	卌 II ⑦

	HOT	MEDIUM	COLD
1. POWER			
11. POWERLESSNESS			
6. CONFLICT			
24. COOPERATION			
9. VALUING			
19. IGNORING			
18. CHANGE			
5. STABILITY			
28. INTERACTION			
34. ISOLATION			

II. SUMMARY DATA -- ACTORS

Put total number of responses for each 1/3 of line.

(HOT, MEDIUM, COLD)

Example:

WORD #	HOT	MEDIUM	COLD
2. FAMILY	卌 卌 ||| ⑬	卌 ⑤	卌 卌 | ⑪

	HOT	MEDIUM	COLD
2. FAMILY			
4. SELF			
8. MOTHER			
14. GRANDFATHER			
17. INDIAN			
21. ENEMY			
22. NATION			
23. UNCLE			
25. FRIEND			
26. TRIBE			
27. FATHER			
33. AUNT			
35. TEACHER			
36. RACE			
39. STUDENT			

III. SUMMARY DATA -- THEATRES OF ACTION

Put total number of responses for each 1/3 of line.

(HOT, MEDIUM, COLD)

Example:

WORD #	HOT	MEDIUM	COLD
13. RESERVATION	卌 卌 ||| ⑬	|| ②	卌 卌 |||| ⑭

	HOT	MEDIUM	COLD
13. RESERVATION			
15. STATE			
37. LAND			
38. HOUSE			
42. SCHOOL			
43. VILLAGE			
44. WORLD			

IV. SUMMARY DATA -- TIME OF ACTION

Put total number of responses for each 1/3 of line.

(HOT, MEDIUM, COLD)

Example:

WORD #	HOT	MEDIUM	COLD
3. FUTURE	//// ④	卌 卌 ⑩	卌 卌 卌 ⑮

- -

	HOT	MEDIUM	COLD
3. FUTURE			
7. PAST			
12. PRESENT			
32. MONTH			
41. YEAR			

V. SUMMARY DATA -- TYPE OF ACTION

Put total number of responses for each 1/3 of line.

(HOT, MEDIUM, COLD)

Example:

WORD #	HOT	MEDIUM	COLD
10. ECONOMIC	||| ③	~~||||~~ ||| ⑧	~~||||~~ ~~||||~~ ~~||||~~ ||| ⑱

	HOT	MEDIUM	COLD
10. ECONOMIC			
16. SOCIAL			
20. LOVE			
29. PEACE			
30. WAR			
31. HATE			
40. POLITICAL			
45. TECHNOLOGICAL			

PART II:

You will have to scan this material rapidly to look for usable definitions, sentences, and events which teams can use in Activity 3. Watch for relationship between good responses and those words which received high "hot" ratings on Part I.

Again, since this is the Pre-Test, you are getting an overview of student needs which later activities can speak to by giving you areas for concentration.

ACTIVITY 3: Classification and Ranking

A. Classification

Break the class into five teams and have them go through the 45 concepts.

A. Team to find the five master concepts and their five opposites: INTERACTION (ISOLATION), CHANGE (STABILITY), CONFLICT (COOPERATION), POWER (POWERLESSNESS), VALUING (IGNORING).

B. Team to find all the (15) Actor's (who?): FAMILY, SELF, MOTHER, GRANDFATHER, INDIAN, ENEMY, NATION, UNCLE, FRIEND, TRIBE, FATHER, AUNT, TEACHER, RACE, STUDENT.

C. Team to find (8) Theatres of Action: RESERVATION, STATE NATION, LAND, HOUSE, SCHOOL, VILLAGE, WORLD.

D. Team to find (5) Times of Action (when?): FUTURE, PAST, PRESENT, MONTH, YEAR.

E. Team to find (8) Types of Action (what?): ECONOMIC, POLITICAL, TECHNOLOGICAL, SOCIAL, WAR, PEACE, LOVE, HATE

Teams should be selected for success: best two teams do A, and E; then B, C, and D.

In the meantime the teacher has picked two or three workable definitions, sentences, and events for each of the concepts and has had a student prepare a handwritten sheet containing them by category for each team to develop a final set. Teams then report to the class, and if there is argumentation about which category a word belongs in, the teacher should let the students try to settle it for themselves.

B. Ranking

After the classification process is completed, students should be asked to rank which concepts are most important to them within each classification. By important is meant, which words relate to experiences they have had, will have or would like to have, and therefore are concept words that are important to be able to understand and use well.

ACTIVITY 4: Concept Formation Card Sort Game

Have each of the teams that sorted by category in Activity 3 make 3 x 5 cards with one concept word on the front, and the word Master, Actor, Theatre, Time, or Type as appropriate on the back. (It would be best to use a different color card for each concept category). Teams are free to add other words appropriate to the category.

When this is finished, divide the room into two new teams. Stack the five piles on a table between the two teams after shuffling each.

A member of one team is to draw one card from each pile, go back to his team, and that team is to convert the five words into a question for the other team.

Fo example, if the team draws POWERLESSNESS, GRANDFATHER, HOUSE, FUTURE, ECONOMIC they could convert this into the question: WILL (FUTURE) GRANDFATHERS always remain POWERLESS in the HOME unless they have money (ECONOMICS)?

The other team then must respond with a real or imagined event such as: "Old George Bear Claw, was never able to buy even candy for his favorite grandson, for he had no way to earn money and has saved none."

If using all the words appears or proves to be too complicated, limit the number of cards: the five master concepts, 10 actors, 5 theatres, 3 Times (Past, present and future), and two or three Types of

Action (or none at all). Teams are permitted to draw a second card from any of the piles if there is a mismatch, or they can't make a critical question.

ACTIVITY 5: Research in Second-Hand Sources

Now students should be ready to spot concepts in second-hand sources: T.V., radio, newspapers, magazines, books. Each student is made an independent researcher, given an inexpensive notebook and an instruction sheet worked up by the teacher. He is to look for words which specifically relate to one of the five categories. The master concept or its opposite is to trigger his response. If he reads an ad by Japanese Airlines about "changeless beauty" he should write down the word, and indicate what the actor, theatre, time, (and type if he can figure this out). He should also indicate whether the concept is used in a factual or opinion context. To be successful, each student must come up with five examples of the results of their "word archaeology." You should give the student an opportunity to comment on what the concepts meant to him, and ask if he can create an alternative version using the same basic master concept and concepts of location.

ACTIVITY 6: Research in First-Hand Sources

This is core activity of this unit. It is local community field research on the meaning of the five master concepts and their opposites, and should take about a week.

The class is divided into four teams. Each team is to interview 10 people and come up with: 1) a "hot-medium-cold" response. 2) 5 sets of two definitions of the concept pair (master concept and its opposite), and 3) an event that has happened in the life of the person being interviewed that is the strongest experience supporting the meaning of the concept to that person. This event can be described at length, can be an anecdote, must be concrete. Teams should identify concepts of location.

The teams will research the following stratified samples:

A. Other students in two broad categories:

   1) younger
   2) same age or older.

B. Professionals

   1) teachers and school administrators
   2) doctors (PHS or public), lawyers, ministers, etc.

C. Semi-Professionals

1) shopkeepers, policemen, firemen, clerks, nurses, aids, secretaries, etc.

D. Non-Professionals

1) mothers, laborers, indigents, etc.

At least five of the ten respondents should be Indian. More than 10 responses are acceptable. Students in each team should be asked to develop a field-research form and procedure, and report on it to the whole class. From these reports should come final decisions on the method of approaching an interviewee, the kind of records to be kept, the question-to-be-asked format, and the team organization (all together, or sub-groups). On this last point it is suggested that teams at least send out pairs (interviewer and recorder).

When the research is complete, there is a series of questions that students should address themselves to both in their teams and as a class:

1. Can you tell anything about the persons education from his responses? Why?
2. Is there a difference from strata to strata, i.e. between the results obtained by each team? Why?
3. Is there any difference between anglo and Indian responses Why?

4. To which people were the concept words "hot". Why?

5. In what ways did the master concept words seem useful to the interviewee and in what ways was it meaningless? Why?

6. Which master concept was the strongest for each strata? Why?

ACTIVITY 7: Creative use of concepts

If there is time, a week should be spent giving students both individual and group opportunities to make creative responses to master concepts.

A. Each student should write a haiku on each of the ten words. For the purposes of this exercise the haiku should be limited to seventeen words (rather than seventeen syllables), no more, no less. Examples of traditional Japanese haiku can be given. Here the haiku should follow a standard form of beginning with the concept word and a colon, for example:

> Power: fast running
> straight road.
> Not wanting to make
> Others stumble.
> Yet sometimes
> It can't be helped.
>
> Isolation: the door closes
> I am alone.
> Not even the song of the bird
> Can reach me

and so on through the ten.

Have students work on the same word at the same time, then read their results to the whole class. Have the class respond by holding up one finger if the haiku "worked" well, two fingers if it was all right, three if it didn't quite make it. Then have them vote on the best of the lot, and have it written large for posting on a wall or the bulletin board.

B. Divide the class into five dramatic teams and have them choose a concept pair (e.g. conflict/cooperation) (and keep their pair secret) to write or develop a playlet for presentation to a lower grade. Ground rule: any dramatic form is acceptable - pantomime, soliloquy, comedy, tragedy -- but the words themselves cannot be used. The rest of the class should guess which of the five pairs of conepts each team used. The team's grade can be rated on a class vote: 80% of class votes conflict/cooperation, grade is 80%: 51% is passing.

ACTIVITY 8: Pre-Post Test

Students should do Part I, and it should go to the original research team for data work-up and comparison.

Part II should be done, and students should compare with Pre-test and do a written self-analysis of the change in their ability to deal with each concept category.

You will want to do your own comparison.

Unit Three: Nobody Loves
A Drunken Indian

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TEACHER'S GUIDE

NOBODY LOVES A DRUNKEN INDIAN (PN EDITION)

INTRODUCTION

Erecting "educational" barriers between readers and Nobody Loves A Drunken Indian would be a little like asking the customers on a roller-coaster to study the stress angles of the scaffolding during their ride.

Project NECESSITIES' testing experiences with the book have been that even the slower students tend to read the book in one or two sittings; attempts to parcel the book out in shorter reading assignments are inevitably failures.

So how do you teach a book when it's "all over," when students have read and enjoyed, but irrevocably finished it? The challenge is to pull the students back into the book, however briefly, to use it as a launching point for further exploration into man's relationship with society and the world around him.

CHARACTERS, IN ORDER OF THEIR APPEARANCE

Eleven Snowflake
Flapping Eagle
Lobo Jackson
H-Bomb
Wounded Bear Mr. Smith
Luke Wolf
Loueena
Mr. Storekeep
Richard Dix (Dick) Jensen
Too Far Williams
Ann Looking Deer
Tony Looking Deer
Stay Away Pete
Singlefoot Dancer
Crying Dog--"White Cloud"
She'll-Be-Back-Pretty-Soon
Mike Lyon
Hoot Baker
Charlie Hillside
Larry Standing Elk
Loomis Saguaro
Silver Dollar Jensen
Art Reynolds
Mr. Wilson
Deputy Carlos
Deputy Rain Watcher
Running Stop Looking Deer
Big Joe Treeleaf
Rafferty
Gus Kirk
Dorothy Bluebell
Big Sadie
Annette
Steve Gray
Mayor Harris

QUICK PLOT REFERENCE FOR NOBODY LOVES A DRUNKEN INDIAN

PART ONE

Chapters

1. We meet Flapping Eagle and Eleven Snowflake, who is our narrator and a budding writer. An obituary is Eleven's first published work.

2. A side trip to the house of Wounded Bear Mr. Smith, whose library is his pride and joy. Then to The Place, the hub of our story. Mr. Storekeep serves; Ann Looking Deer and her brother Tony try to keep everyone in line.

3. The bulldozer drones on, distrubing the rest of Luke Wolf's daughter, Loueena, who is very ill. A desperate ride for the doctor. And Mr. Storekeep flies out the window.

4. Making plans for a secret weapon in the Revolution: Public Relations. Flap silences the bulldozer, forever--and we meet Mike Lyon.

5. A kangaroo court for Flap at the Bureau Meeting Hall. We meet

chief of the tribal police Larry Standing Elk, head of the tribal council Silver Dollar Jensen, and Indian agent Art Reynolds. Flap is sold down the river by Silver Dollar.

6. Wounded Bear turns up an 1893 Indian Treaty; the enemy retreats in confusion, and Silver Dollar threatens Flap with banishment.
7. Crying Dog's grave is desecrated, then reconsecrated, for a good purpose.
8. Eleven Snowflake and the Phoenix Press come up with different interpretations of the same story.

PART TWO

9. The writing trade begins to pay for the revolution. Flap is dejected to learn about his three favorite presidents in Indian affairs.
10. Flap and H-Bomb have their weekly duel; Flap does not ride H-Bomb yet another time. Wounded Bear comes up with the presidential facts of life.
11. Sharing a bottle with H-Bomb, whereupon the horse throws himself--also. Will Ann Looking Deer type for the cause?
12. Mike and Flap almost have it out at the Matchbox; Rafferty interferes. Adjournment to Mike's place, where he gets a lesson in drinking.
13. The Tradewinds, where romance almost brings the Revolution to an end.

14. Loueena goes to the hospital. And Flap decides to steal a train.

15. With the help of Art Reynolds, seven-eighths of a train is stolen--everything works out fine except for Art's broken leg.

16. Calling all helicopters. The law arrives; Rafferty is assisted in a swan dive to a messy landing. And just after the stampede, Flap gets notice of his banishment from the reservation.

PART THREE

17. People begin to change sides; Rafferty arranges the death of She'll-Be-Back-Pretty-Soon.

18. How legal is it to kill an old man by breaking his heart? A burial with all honors, and the reservation starts coming together.

19. Flap and Rafferty fight it out. Flap wins--or does he? Loueena succumbs.

20. The only thing wrong with Flap's escape plan is that he has to ride H-Bomb. And the police are on the way.

21. Gunfire is all the encouragement H-Bomb needs. Flap lassos a whole helicopter.

22. Gray admires a good loser. Hate grows in Phoenix. The missing Flap responds to smoke signals.

23. The Last Great Uprising gets off the ground. Eleven is put in charge of the Revolution. Recruitment for the Uprising. Mike agrees to help 100 percent.

24. Flap leads the Uprising after all; the braves carry guns but no ammunition. Leaflets rain from the sky, and Phoenix is ours--for five seconds. Then general confusion, and Flap is killed.

25. Epilogue--from jail.

A NOTE ABOUT THE FOLLOWING ACTIVITIES

Five major concepts guide the Project NECESSITIES secondary level materials. These five, with their opposites, are:

Power (Powerlessness)
Conflict (Cooperation)
Change (Stability)
Interaction (Isolation)
Valuing (Ignoring)

Dramatic examples of all five of these concepts can be found in Nobody Loves A Drunken Indian. The following suggested activities try to make use of these and other concepts in encouraging students to think about some of the things the author was saying. We hope that teachers will use these ideas as thought-starters or springboards in developing activities tailored more specifically to the needs and interests of their own students.

INTERACTION/ISOLATION

Flap's plan to conduct a revolution with "public relations" almost fails before it gets started because he has so little local support. Class could be assigned to create a local public relations campaign to win the tribal members over to Flap's plans. (You might want to divide the class, create two groups, and let them compete to see which can prepare the best campaign.) Campaign materials can include flyers, brochures, billboard designs, editorials for newspapers, advertisements for newspapers and magazines, leaflets, buttons, etc.

The class should decide on a single design (two designs if there are competing groups) for a graphic symbol for the campaign, a single slogan for a theme, and perhaps a dominant color scheme. (For graphic symbol samples, direct students to the eagle on the cover of Nobody Loves, the Project NECESSITIES handclasp, "V" for peace hand signal, magazine ads for trademarks. For slogans, pick from past presidential campaigns, ad campaigns, as samples to stimulate student thinking, i.e., Nixon's the One, LBJ All the Way, Madly for Adlai, I Like Ike, Win with Wilkie, etc., plus New Frontier, Great Society, Politics of Joy, and so on.) Decisions about these should be reached by open discussion, with as much interaction between classmates as possible.

When theme line, colors, and symbol have been chosen, students can work with each other to incorporate them into the previously prepared campaign materials. Different social studies classes can try their campaigns out on each other.

Or position papers can be prepared in lieu of campaign materials, discussing the necessity of tribal interaction to support Flap (or to denounce and banish him--and what to put in his place), techniques and tactics for building tribal support, etc.

CHANGE/STABILITY

Change is what Nobody Loves A Drunken Indian is about. (But did Flap change?) Conventional devices of exploration--character study, theme analysis, development of comparisons--are quite fruitful tools for gaining a broader understanding of the book. Pick a character who changes (Mike Lyon, Ann Looking Deer, Eleven Snowflake, Mr. Storekeep) and trace the changes. Pick a character who doesn't change, and explore and explain why he doesn't. Teachers should have no problems developing dozens of similar exercises.

A little less bookish exercise, however, might be to take a situation which calls for change in the book, and attempt to construct the machinery in the class to accomplish the change. The following exercises suggest starting points, from which several other activities might be created.

1. The class elects a Tribal Council of five of its members. Tribal Council then elects its own chairman. Remaining class members are split equally into staff for prosecution and staff for defense on the question of Flap's banishment. Each staff selects a spokesman;

the remainder prepare briefs from the text of the book (listing Flap's transgressions, actions, behavior characteristics, etc., which might be considered grounds for and against banishment). From these briefs, spokesmen prepare arguments and present them to the Council in semi-formal debate. Council votes on the question, and a simple majority wins.

2. The losing side is then told that if it disagrees with the verdict, it should accomplish change. It may attempt to change the Council's minds, or attempt to change the Council itself. The entire class can be enlisted to find out how their real Tribal Council is selected, how the Council gets and acts on information, how an issue is placed before the Council, etc. If possible, attendance at a Tribal Council meeting might be arranged. Using this real experience, students can discuss and prepare position papers on affecting the Council's actions, working for change in the Council make-up, etc. Students are instructed to look for a real issue to bring up before the Council. The entire class selects a real issue, prepares a brief, appoints a spokesman, and then "tries" the case before the reconstituted class version of the Tribal Council. After this rehearsal, preparation is revised for effectiveness, and then carried to the real Tribal Council for action.

3. The class elects a new council--this time to represent the City Council of Phoenix. Rather than riding in as disarmed cavalry,

however, the remainder of the class is going to present the Paiutes' case formally to the Council. Starting point is the treaty excerpts in Nobody Loves--but students are encouraged to bolster their arguments with fragments from other treaties, presented either as precedent or as bogus documentation. Council will then have the responsibility of checking, verifying, etc. Elected members of the City Council should be encouraged to role-play--i.e., they must respond as white land-holders with enormous economic stake in rejecting the Indian claims. (The purpose of the exercise is to send students into original sources, familiarize them with Indian history, let them attempt to deal with treaty language, as much as it is to develop debate techniques or examine city politics.)

POWER/POWERLESSNESS

There is a very clear metaphorical line between power and powerlessness in Nobody Loves: the rusting barbed wire of the reservation boundary. There is a kind of sanctuary within the reservation, but it is an often powerless safety that is found there. Students might be directed to list the occasions in the book in which the boundary plays an important part, and discuss the advantages and disadvantages accruing to the citizens behind the boundary.

Translating the literary experience into a real one should be an extremely challenging and productive exercise. One way to do it follows: it is based directly on the "blue-eyes vs. brown-eyes" experiment that took place in the Midwest last year.

The classroom is divided physically into a reservation and an "outside." Approximately one-third the available space is given over to reservation. An imaginary line, rearrangement of desks, even a string "fence" will suffice for the division. Students are assigned or chosen on a volunteer basis so that approximately half the class (numerically) occupies the reservation. (They'll be a bit crowded in one third of the classroom--that's part of the idea.)

The teacher then develops three distinct disadvantages and three advantages to living on the reservation. Student suggestions may be used, or the teacher may simply announce a set of rules which are suitable for the local situation. Suggested examples: reservation inhabitants must rise and stand silently beside their desks, rather than just raising their hands, to gain attention. Reservation inhabitants must address "outside" inhabitants (fellow students) as "Mr." and "Miss" in all classroom conversation. Reservation inhabitants must keep both feet firmly on the floor at all times while seated at their desks.* But, on the other hand, reservation inhabitants are allowed to leave the room first at the end of class, are to be given more free time to prepare classwork or devote to reading and other subjects, and will be given no grade lower than C- during the period of this project. As an afterthought, the teacher might explain that reservation inhabitants will also be given no grade *higher* than C+. If too much uproar develops over these rules at this time, the teacher can give away the other half of the exercise: that at the end of three days of class participation, the roles will be switched, and the reservation inhabitants will be moved to the outside, and the outsiders shipped to the reservation.

At this point, the teacher should begin to model role behavior for the outsiders, without giving explicit directions that the outsiders are to follow her lead. She will begin to treat the reservation inhabitants as second-class citizens. For example, on the first day of the exercise, she might give a short true-or-false quiz to the class--but distribute dittoed copies to the outsiders, and have the reservation inhabitants copy each of the questions in longhand. When a reservation student rises to ask a question or gain attention, she might say, "Do any of you outsiders have any questions at this time? If not, I guess I can take time to answer this request." Names for the two groups could be developed--"primaries" and "secondaries," "blues" and "reds" or something similar.

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* The teacher might also bring into the classroom a stone, heavy enough that it can just be managed with one hand. Students who are in the reservation must carry the stone any time during the class period that they are allowed outside the reservation (which will automatically limit leaving the reservation to one student at a time).

It isn't possible to provide a complete role description, but the teacher should deal with the reservation inhabitants as though they definitely come last in any order of priorities, that any granting of wishes to the second-class group is a serious matter requiring careful thought (although the request may be for something readily given under ordinary circumstances, etc.). A powerful device to use to reinforce this role is simple to delay answers to requests. They are being taken under advisement, an answer will be forthcoming at the end of the period, or perhaps tomorrow.

After three days, the new social structure should be fairly well established. (Time could be shortened materially by enlisting another teacher and class in the project.) Behavioral patterns should be fairly well developed by reservation inhabitants for dealing with second-class citizenship by the third day. The outsiders will probably have picked up the implied prejudice and be indicating similar attitudes, based on emulating teacher behavior models. As soon as this is so, it's time to switch. The outsiders go into the reservation, the second-class citizens become the overlords.

At the end of the second three-day period, the reservation is dissolved, equal citizenship returns to all, and the teacher can open up the subject for free-for-all discussion. Student papers on the experience, oral reports, or other student projects will provide a means for the "victims" of the experience to focus on their own discoveries about the uses and development of power.

Suggested questions to open up a broad-ranging discussion:

When you were on the reservation, what sort of things bothered you most? What did the teacher do that was most distressing? The other students?

How did you try to deal with these things? Did you find your own behavior changing, as you tried to make the most of the reservation period?

Which other student did you dislike the most while you were on the reservation? What kinds of things did he or she do that made you dislike him? Did your feelings change when he or she was put on the reservation, and you were outside? Did you try to get back at him or her? How?

How did you feel about the reservation itself? Did it become a kind of sanctuary, a place to get away from the hassles of class? Did you become very conscious of the boundary lines?

Compare the advantages and disadvantages that your "reservation life" had with the advantages and disadvantages of life for Flap and the Paiutes. Flap was able to use the reservation boundaries for his own advantage; several of his plans and schemes depended upon being safe from "outside" law enforcement, etc., while he was inside the reservation boundaries. Were you able to use your reservation status for your own advantage as Flap was?

CONFLICT/COOPERATION

Flap is a man in conflict with the society surrounding him--a conflict which extends even to his own tribe. He attempts to change his own situation by revolt against society, and is successful to the degree that he elicits cooperation from other members of that society. The gradual enlistment of others in his plans provides an interesting study of the growth of an idea; the rising tide of success from those plans comes from a gradual accrual of cooperation--however grudging--from larger and more powerful external agencies and institutions. Students might trace that accrual--from Eleven Snowflake and Lobo Jackson through Larry Standing Elk and Art Reynolds to the Mayor of Phoenix.

One man against society is neurosis, but two or three or a thousand--cooperating--can be revolution. And no form of conflict is more explicit or more virulent (particularly in the form of a kind of racial warfare, as Indian history demonstrates). *Nobody Loves* can serve as an excellent springboard into study of revolution. And Huffaker's creation of a strong central character can stimulate interest in other, real-life, revolutionary figures. Samuel Adams, Crazy Horse, Patrick Henry, Geronimo, Nat Turner, Sitting Bull, Eldridge Cleaver, Joe Hill, Cochise, Fidel Castro, Emiliano Zapata, Sam Houston--the range is limitless, and the characters of the historical figures are fascinating. A suggested student project might be a study of the revolutionary character, with a one-to-one comparison between Flapping Eagle and a single historical figure, or a survey of several historical revolutionaries in real life compared to Flap, the fictional character.

A preliminary search of existing game files reveals no listing for a game that deals with revolution, although several war games are available (Risk, Strategy, etc.). An enterprising teacher might develop such a game from scratch or modify and adapt an existing game for such use.

Students might also be interested in finding examples both of Indian/white conflict and Indian/white cooperation in history, and examining advantages or disadvantages of both modes of interaction.

VALUING/IGNORING

Flap values highly a horse that to all intents and purposes cannot be ridden. Mr. Storekeep, a close-fisted man with the dollar, values his gasoline and his profits so lightly that he regularly donates gas to a revolution he professes not to believe in. Eleven values his emotional feelings for Ann Looking Deer, but not enough to control his language or change his principles--and Ann ends up valuing Eleven for his strength of character. Mike Lyon values his bulldozer at $30,000, but he'd rather have a chance to beat up Flap than have his money back. Perhaps the biggest value issue is the worth of a piece of real estate called Phoenix. Values spring up on every page of the book; analysis of them leads to clearly discernible differences between Indian and non-Indian values--as perceived by the book.

Project NECESSITIES staff--Indian and non-Indian--are in some disagreement about the accuracy of the Indian values as the book depicts them. A "valuable" exercise might be to let Indian students determine which Indian values in the book are bona fide, and which are creations of the author to make his story work (a definition of artistic license will help defend Mr. Huffaker's reputation at this point). Group work is suggested for such an exercise: divide the class into small groups, let each go through the text and pick out, discuss, and list places in the book where "Indian-ness" occurs, attempting to discern whether the Indian values expressed are inaccurate or simply "feel" wrong for their particular tribe(s). The lists can be compared when the exercise is finished.

Students could also try to determine if there are any pan-Indian values--values common to all Indians, as opposed to those held by one or two tribes. If students are diffident about their grasp of other tribal cultures, the teacher might select a team of four or five students who are most interested in Indian culture, and have them do an independent project as above. After they have prepared their list, they are then split up, one going to each of several small groups, to present and discuss their findings with the members of the group.

Student researchers may find no violations of Indian culture or customs; if not, the search will reinforce their estimation of the book and permit them to spend some class time examining their own cultures. If violations are found, however, a worthwhile exercise might be to have individual students each pick an instance of Indian "wrong-ness" and rewrite the passage so it doesn't violate Indian customs, beliefs, or actualities.

A final exercise might be to similarly examine non-Indian values expressed in the book, in view of student perceptions of non-Indian value structures.

THOUGHT-STARTERS

The following exercises are not specifically tied to the five concepts that run throughout this high-potential year, but any of them can easily be tied back in at almost any point. These activities merely skim the surface, but modifications to them, based on your own reading of Nobody Loves, can provide a yeasty and exciting unit of study.

Red Press vs. White Press -- Eleven submits a finished newspaper story, giving a slanted Indian viewpoint; the newspaper prints a quite different version giving a heavily-slanted white viewpoint. Both stories are excellent examples of propaganda techniques, and might be analyzed--in light of the students' knowledge of the real story--for examples of standard editorial and propaganda devices. A more realistic exercise, however, which takes the students back out of the book and into the real world, would be collection of suitable newspaper coverage of events which have high Indian interest: Alcatraz, Canada's Stanley Island, news developments regarding BIA from the Department of Interior, etc. An enterprising student might even dig up the story of the Ku Klux Klan meeting in the Deep South that was shot up by a group of Indians in the early '50's or late '40's. White newspaper coverage was slim, Red probably nonexistent. Give a student the lead, point him to a N.Y. Times Index, and let him see what he can come up with. The Interior Department might help with the research.

Dominant culture news coverage from the New York Times if available, or from nearby white community newspapers, should be compared with coverage in the Navajo Times, Akwesasne Notes, etc. Analysis for propaganda techniques can be carried out; slanted news coverage, poor reporting, insufficient information, and so on, should be identified and examined. Two additional exercises could develop from this: a campaign of letters-to-the-editor of the various publications, written by the students, pointing out errors in fact and slanted news coverage; and open discussion about propaganda techniques, the difficulties involved in gathering sufficient information for clear, objective news writing, etc.

Grapes of Wrath -- John Steinbeck's novel of Depression times presents a tragic (as opposed to Huffaker's basically comic) non-Indian view of the disadvantaged in the Southwest. Tom Joad and Casey are not exactly revolutionaries, but they are trying to rescue a people from severe economic difficulty--a difficulty that in the end results is remarkably similar to that of many Indians in the midst of the country's present-day affluence. Grapes of Wrath is standard high-school outside reading. Cooperation between American Literature and Social Studies classes could make both books relevant as both literature and social studies documents. Comparison and contrast exercises, cooperative reports between classes, mutual discussion sessions, exchange of viewpoints (analysis as literature compared with analysis as social studies reference material), etc., could be developed.

Satire for Social Change -- Flap begins as a buffoon, ends as a kind of super-hero. Indians in general are made to appear somewhat ridiculous at the start of the book, but become a dignified people in search of justice by the end. It is a rare reader who can even remember his initial puzzlement at the crude and insulting portrayals of the book's early pages. Students should be re-directed to that beginning, so they may see the book as an instrument for social change: just as Flap is conducting a revolution to change things for his people, Huffaker has written a book not just to say funny things and make money, but also to influence public opinion. Huffaker, too, is fighting Flap's fight. His tool is satire.

Once the concept of satire is established, students can examine the book for obvious exaggerations, slapstick comedy, parody, and other comic devices--and analyze these devices for their underlying serious intent. E.g., the book's very title gives back in spades a prejudicial cliche of the dominant culture.

Examination of Nobody Loves as political satire leads naturally into study of other examples of satire that is intended to accomplish social change. Literary sources are manifold, ranging all the way from Swift's "Modest Proposal" to the night-club routines of Dick Gregory and Mort Sahl. A less literary project, but one that offers more media choices in social satire, is examination of political cartooning. Collections of Herblock and Conrad cartoons are available in most libraries; various book-length studies of the political cartoon have been done. A rudimentary explanation of basic symbols (John Q. Public in a barrel, Uncle Sam, Mars the war god as the H-Bomb, the efficacy of simply labeling what can't be pictorially represented) is sufficient to start students creating their own editorial cartoons. Suitable subjects: the various chapters of Nobody Loves, news stories from the Red and White Press, school events.

Ambitious students might want to combine projects such as Red Press vs. White Press and Satire. Students could select an issue from the Red Press, and produce their own complete newspaper, with editorial cartoons, editorials, news reports based on research from multiple sources. Or for a more direct link-up back to Nobody Loves, a series of daily papers--Red Press, perhaps, in tone--might be produced to document the incidents and developments of the last third of the book.

Unit IV: Drink, Drank, Drunk

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TEACHER'S GUIDE

UNIT IV: DRINK, DRANK, DRUNK

INTRODUCTION

The best way to use Drink, Drank, Drunk in the classroom is probably to hand the instructions and the game materials to the students, and step out of the way.

A few handy tips, though, to change the shape of the game and the classroom experience:

> Play the game yourself. We can't recommend too strongly that you and a few of your colleagues or friends play through the game before you introduce it into the classroom. You'll know more about how behavior patterns shape the course of the game, and will be better able to adjust the game to your own students. It'll also help you adjudicate squabbles.
>
> Pull as many students as possible into the act. Pair students for each playing piece, and tell them that for each move they must agree on any decisions to be made. Have students defend their decisions--to drink or not to drink--in terms of their assigned role, life style, and the individual circumstances. Assign other, non-playing students to handle the Track Instructions,

and read off awards/penalties as they occur. Have a non-playing student tally drinks taken? Appoint kibitzers? Students whose job it is to try to convince others to change decisions, life styles, etc.? (With different students reading Track Instructions, and paired students, you can involve as many as 15 students with a maximum of six playing pieces on the board--that's about the comfortable maximum.)

Adjust. To speed up the game, let throwers of doubles go again, and reduce the number of players. To slow it down, use one die, or cut doubles in half. Have students skip a turn when they reach legal drinking age. Fiddle with the rules--try allowing a player who decides not to drink to move forward one space--it'll bounce him into a numbered square, give him some extra action, and change the whole shape of the game (but watch it--it tends to be moralistic that way). For younger players, you might want to supply a pitcher of water and cups--and have each player drink a symbolic four ounces or so every time he chooses to take a drink in the game. (Note: Impractical if rest rooms located too far from class.)

Revise. Blank cards are supplied, for all categories. Perhaps the best learning process of all is to let students play until they understand how the game works, then take away all printed materials. Have the students write their own Action cards, Life Style cards, Role cards, Consequence cards, and Track Instructions. Let the students feed their own culture into the mechanical framework of the game. They can make the game absolutely local, tribal-, Indian-, or peer culture-specific. They can assign themselves roles of chiefs and warriors, astronauts and movie queens, and see how that changes their approach to decision-making. They can do away with Role and Life Style cards entirely, throw dice for choice of tracks, and play a speeded-up version. They can assign heavier consequences (in an earlier version one Consequence card read, "You have been killed in a car wreck. You're out of the game.") They can also change the negative-positive relationship of drinking to success, if they want to--which in itself ought to open up some interesting discussion.

Have fun. This is a game, and games are fun. Don't kill it by turning it into preachment, please. If you do it won't be fun anymore and your students are likely to turn you off.

If discussion happens to lead that way--or if there seems to be sufficient student or teacher interest--the following instrument was developed by Johns Hopkins for dealing with definitions of alcoholism. It is self-administered.

ALCOHOL USE EVALUATION

The following questions have been adapted from a questionnaire by John Hopkins University Hospital in deciding whether or not a patient is an alcoholic.

Each question requires that you make a decision as to whether the situation occurs fairly often, seldom, once, or never.

Please answer the following questions as HONESTLY as you can.

1. Have you ever lost time from work or school due to drinking?

   Often ____ Seldom ____ Once ____ Never ____

2. Has drinking ever made getting along with members of your family more difficult?

   Often ____ Seldom ____ Once ____ Never ____

3. Have you ever had drinks because you are usually shy with other people?

   Often ____ Seldom ____ Once ____ Never ____

4. Has drinking ever affected your reputation?

   Often ____ Seldom ____ Once ____ Never ____

5. Have you ever felt unhappy after you have been drinking?

   Often ____ Seldom ____ Once ____ Never ____

6. Have you ever gotten into financial difficulties as a result of drinking?

   Often ____ Seldom ____ Once ____ Never ____

7. Do you hang out in bars with people you consider lower than yourself when you are drinking?

Often ____ Seldom ____ Once ____ Never ____

8. Has your drinking ever made you careless about your personal welfare?

Often ____ Seldom ____ Once ____ Never ____

9. Have you ever felt less ambitious after you have been drinking?

Often ____ Seldom ____ Once ____ Never ____

10. Do you crave a drink at a definite time daily?

Often ____ Seldom ____ Once ____ Never ____

11. Do you ever want a drink the morning after you have been drinking?

Often ____ Seldom ____ Once ____ Never ____

12. Has your drinking ever caused you to have difficulty sleeping?

Often ____ Seldom ____ Once ____ Never ____

13. Do you ever find that it takes you longer to complete work or tasks as a result of your drinking?

Often ____ Seldom ____ Once ____ Never ____

14. Is drinking making it difficult for you to do well in school?

Often ____ Seldom ____ Once ____ Never ____

15. Have you ever taken drinks to escape from worries or troubles?

Often ____ Seldom ____ Once ____ Never ____

16. Have you ever taken drinks alone?

Often ____ Seldom ____ Once ____ Never ____

17. Have you ever had a complete loss of memory after you have been drinking?

Often ____ Seldom ____ Once ____ Never ____

18. Has your physician ever treated you for drinking?

Often ____ Seldom ____ Once ____ Never ____

19. Have you ever taken drinks to build up your self-confidence?

Often ____ Seldom ____ Once ____ Never ____

20. Have you ever been sent to a hospital or jail as a result of drinking?

Often ____ Seldom ____ Once ____ Never ____

Now go through your test and total the number of responses in each category.

Total

Often __________

Seldom __________

Once __________

Never __________

PRETEST EVALUATION

Now that you have totaled your responses, check your answers against the following:

1. If you responded "often" to two or more questions, it is very likely that you could be a problem drinker.

2. If you responded "seldom" to three or more questions, it is very likely that you are a potential alcoholic.

3. If you responded "once" to five or more questions, it is very likely that you are an alcoholic.

4. If you responded "often," "seldom," or "once" to any question on the Pretest, it is possible that you have a drinking problem.

This Pretest was designed to help you learn something about yourself. It is not intended to make you fearful or angry. We strongly advise any person who is concerned about the results of this Pretest to contact your teacher or counselor and seek advice about possible remedial steps which might be taken immediately.

PLAYING INSTRUCTIONS

TO: Drink, Drank, Drunk Player:

FROM: Project Necessities

SUBJECT: How to Play

Drink, Drank, Drunk is a game about living and drinking, and how one sometimes gets in the way of the other. It starts with the assumption that some people drink now and then, and that that affects their lives. The game has no winner, really--except the ones who use it to ask themselves questions about what they really think. But if you want to get to the Goal first...go ahead and try.

The Playing board is divided into two segments of a person's life: before legal drinking age (left side) and after legal drinking age (right side). Each side has three tracks, or Life Styles. Life Styles are assigned to you by the Role card you draw at the beginning of the game. You will have a chance to change your Life Style at certain points during the game.

The Life Style tracks fall into three categories. On the left-hand side, the Yellow Track is that of a person who has a goal which requires higher education. The Purple Track is that of a person whose goal is graduating from high school and getting a good job. The Blue Track is for the person with no specific goal in mind and a day-to-day approach to life. On the right-hand side of the board (representing legal drinking age), the three tracks correspond to the professional person (yellow), the skilled worker (purple), and the person with no occupational training (blue).

There are four kinds of playing cards, which should be placed in the indicated boxes on the board.

1. The Role Card. You draw one of these to begin the game; it indicates your role during the game, a little of your history, and tells you what track to start on. You keep this role throughout the game, although you might change tracks.

2. The Life Style Cards. These cards indicate circumstances which may or may not change your Life Style. Separate the Life Style cards: the ones with the circle on the back go in the Life Style box with the circle on the left, and the ones with the square on the back go in the box on the right. You draw a Life Style card whenever you land on a Life Style square (solid color). Arrows on the board indicate where a change in Life Style will lead you. In some instances, a change may move you directly across the board to the next track; in others, you may have to go back several spaces. Some Life Style changes are mandatory, some are left up to your own judgment. Life Style cards should be returned to the bottom of their respective piles after they have been drawn. If you use up all the cards, you can shuffle if you want.

3. Action Cards. You draw an Action card when you land on an Action space. (Separate the Action cards as you did the Life Style cards--circles on the left, squares on the right.) It will describe a situation in which you will have to decide whether to take a drink or not. If you decide not to drink, you stay where you are. If you decide to drink, you take a Consequence card.

4. Consequence Cards. A Consequence card tells you what happens when you decide to take a drink. Consequence cards give various instructions, ranging from moderate success to severe penalties. You have to do what the Consequence card says.

That's a rule.

DRINK, DRANK, DRUNK

Playing Instructions

Players cast dice, high score to play first. Order of play is clockwise around seating positions at board. Select a playing piece (bottle) and draw a role card before play begins. Keep your role card; you should make all subsequent decisions on the basis of that role as you understand it (unless directed to draw a new role card). Role card directs you to the blue, purple, or yellow track.

You cast dice on your turn and move your bottle the appropriate number of spaces in assigned track.

> If you land on a numbered space, read the appropriate directions from the Track Instructions (e.g., left side, red track, number 4,"clean house, go back two", etc.) Follow those directions.
>
> If you land on an ACTION space, draw an Action card. The Action card will tell you something has happened and offer you a drink. If you decide not to drink, your piece remains where it is. If you decide to take a drink, you draw a Consequence card, and follow the directions on it.
>
> If you land on a LIFE STYLE space (solid color, with arrows leading to and from it) draw a Life Style card,

which may tell you, or ask you if you want to change tracks. If you decide to change, move your piece directly to the new track, on the space indicated by the arrows.

Other players cast dice and move similarly. Your turn should be completed before next player moves. For example, you may land on a numbered space, the directions for which require you to move back one. Moving back one puts you on an ACTION space. You draw an Action card and decide whether or not to take a drink. Taking a drink brings a Consequence card, which may move you again to another ACTION space, at which time you must draw another Action card, etc. All these moves take place before the next player's turn.

You can enter the LEGAL DRINKING AGE space at mid-point only by throwing the exact figure necessary, either on one or both dice. (E.g., a player on the fourth space back from LEGAL DRINKING AGE must throw a four on one dice, or a total of four on both dice, etc.) Upon entering the LEGAL DRINKING AGE space, a player must wait for his next turn before continuing.

You have the option, upon reaching LEGAL DRINKING AGE, of taking another Life Style card. This card may direct you to change, or may allow you to decide for yourself whether to change or not. Life Style changes are limited to the next track over, i.e., from yellow to purple tracks, from blue to purple, and from purple to either blue or yellow. Change from blue to yellow, or vice versa, is not allowed.

You may not move backward past the LEGAL DRINKING AGE space unless specifically instructed by a game card to do so. E. g., if a player is one space beyond the LEGAL DRINKING AGE space and is instructed to move back 5 spaces, he moves back to the LEGAL DRINKING AGE space and stops.

Players can arrive at the GOAL only by throwing the exact figure necessary, either on one or both dice, in the same way as LEGAL DRINKING AGE space.

ASSEMBLING THE GAME BOARD

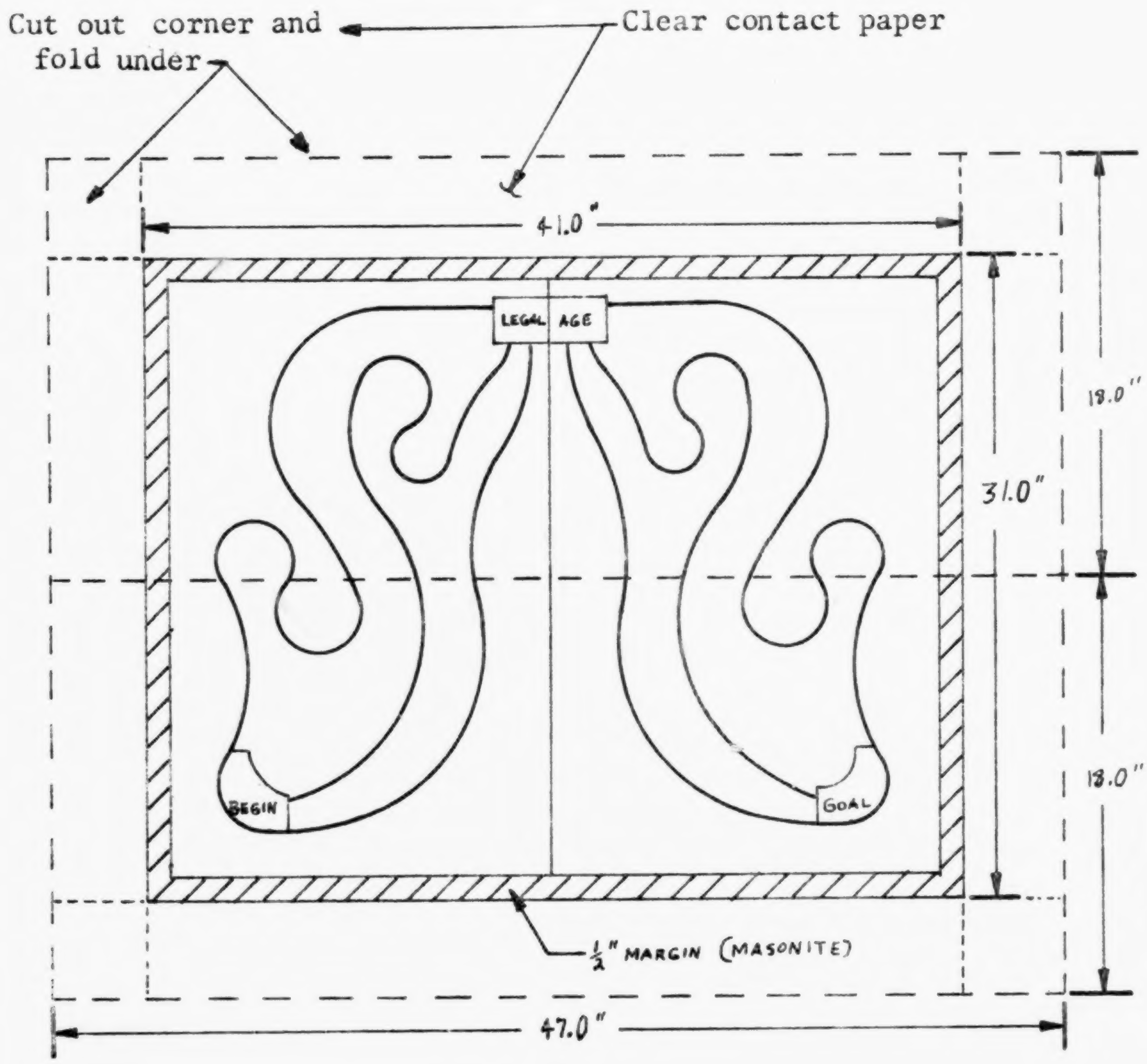
The Drink, Drank, Drunk game comes packaged two to a mailing tube, so that two games may be assembled for each classroom.

To put the game board together you will need a piece of masonite 3/16 or 1/4 inch thick (either tempered or untempered will be all right.) The masonite piece should be 31 inches by 41 inches finished size to leave a 1/2 inch masonite margin around the game. Edges should be sanded a bit both top and bottom.

Put the left side of the game board on first. Draw pencil guide lines one half inch in from the left side and one half inch in from the top at least one foot long from corner as a guide. Peel back about a foot of the upper left hand corner of the left piece and carefully start at corner and smooth from the corner (this is extremely important so as not to get air bubbles under the contact paper.) When this is done, peel back another 1/3 of back paper and continue to smooth down, finally removing backing sheet and smoothing down to finish.

Start the upper right corner of the right side the same way, making sure corner and edge butt the right edge of piece already down.

If you want to protect board, purchase some clear plastic contact paper (various brand names), 2 pieces 18 inches wide and 47 inches long for each board. Mark the middle along sides of board and start clear plastic contact paper at left hand center mark for top half of board with one inch overhang each side and almost three at top. Smooth on carefully (once this sticks, you shouldn't try to remove or you will tear game board face), then trim square out of overhanging corner and fold under board. Then do the same with bottom half. If you do have problems with bubbles try picking with pin and pressing down around pin hole.


Cut out corner and fold under
Clear contact paper
41.0"
LEGAL AGE
18.0"
31.0"
18.0"
BEGIN
GOAL
1/2" MARGIN (MASONITE)
47.0"

Each game uses the following pieces for play:

6 sets of instructions (1 for each player or pair of players)

6 minibottle player's pieces (each different)

2 dice

6 Track instruction cards (3 left side, 3 right side)

1 set Role cards (13)

1 set Action Cards left side (34)

1 set Action Cards right side (35)

1 set Consequence Cards left side (20)

1 set Consequence Cards right side (23)

1 set Life Style Cards left side (13)

1 set of life style cards right side (14)

In addition there is one complete set of Role, Action, Consequence, and Life Style cards left blank so that students can make their own game.

Pages 221-233 For Teacher's Information

Track instructions

Blue Track, right side

1	Have a child	+1
2	Laid off from work	-1
3	Go fishing	0
4	Sign up for welfare	+1
5	Visit loan company	-1
6	Have another child	0
7	Part-time job	+1
8	Unemployment check	+2
9	Visit relatives	0
10	Move away	-2
11	Have another child	-1
12	Get a better job	+2
13	Move to a better home	0
14	Buy a car	+1
15	Laid off again	-1
16	Sign up for unemployment	0
17	Benefit runs out	-2
18	No jobs available	-2
19	Go on welfare	-2
20	Inherit $300	0

Track Instructions

Blue Track, left side

1	School dance	+1
2	Movies	0
3	Play hookey	-1
4	Stay out of school two weeks	-3
5	Hitch-hike to rodeo	+1
6	Go to pow-wow	+3
7	Have a date	0
8	Part-time job	+1
9	Drop out of school	-5
10	Lose job	-4
11	Move to city	0
12	No money	-2
13	Going steady	0
14	Part-time job	+1
15	Win at rodeo	+3
16	Visit family	+2
17	No money	-2
18	New job	+1
19	Buy a car	0
20	Get married	+1

Track Instructions

Purple Track, right side

1	Job promotion	+1
2	Get married	0
3	Go to Hawaii	0
4	Move to San Francisco	-1
5	Second job promotion	+2
6	First child born	0
7	House burns down	-3
8	Camping trip	0
9	Change job	-1
10	Take correspondence course	+1
11	Complete course	0
12	Run Boy Scout camp	+1
13	Resign from job	-3
14	Move back home	-2
15	Start own business	+1
16	Certificate of merit from service club	0

Track Instructions

Purple Track, left side

1	Study for test	-2
2	Clean yard	-1
3	Movies	0
4	Clean house	-2
5	Part-time job	+2
6	Student council	+1
7	Football game	0
8	Basketball team	0
9	Job training	+3
10	School dance	+1
11	Holiday vacation	0
12	Part-time job	+1
13	High School graduation	+3
14	Engaged	+1
15	Big date	0
16	Marriage	+1

Track Instructions

Yellow Track, right side

1	Extra year to graduate from college	-1
2	Get first professional job	+3
3	Break engagement	-1
4	Get married	+2
5	First child born	0
6	Second child dies at birth	-3
7	Further education	+1
8	Buy house	+2
9	Someone else receives promotion	-1
10	Receive professional recognition	+2
11	Trip to Europe	+1

Track Instructions

Yellow Track, left side

1	Part-time job	+2
2	Study	+1
3	First date	-2
4	Study	+2
5	Class secretary	0
6	Work on school paper	-2
7	Honor Society	0
8	Go steady	+1
9	High school graduation	+2
10	Full-time job	+1
11	Enter college	+1

ROLE CARDS

You are a doctor's child. Yellow track.

You are a policeman's child. Purple track.

You are yourself. Pick any track.

You are a poor farmer's child. Blue track.

Your father doesn't work. Blue track.

You are a rancher's child. Purple track.

You are the mayor's child. Yellow track.

You are a laborer's child. Blue track.

You are the only support for a widowed mother and five brothers and sisters. Blue track.

You want to get ahead, but you can't stand school. Blue track.

Your father has a small grocery store. Purple track.

You are a salesman's child. Purple track.

You are whoever you want to be. Pick any track.

ACTION CARDS

Left Side

You try to enlist; you get turned down. Drink?

You fail your final exams. Drink?

You buy a car. Drink?

The coach has told you that you didn't make the team. Drink?

You win a rodeo contest. Drink?

You receive a $50 money order from your brother. Drink?

You attend a party where there is drinking. Drink?

Friends want you to buy a bottle from the bootlegger. Drink?

You have a fight with your date. Drink?

You are elected to the Student Council. Drink?

You have wrecked your car while showing off. Drink?

You're homesick. Drink?

You win a motorcycle. Drink?

You have just enlisted. Drink?

You're lonely. Drink?

You have a driver's test coming up. You're nervous. Drink?

It's time for your first big date. Drink?

You're out with some older students. They want you to drink. Drink?

Some students have a bottle at the school dance. Drink?

Your best friend just quit school. Drink?

You find a bottle in your brother's car. Drink?

You have a terrible cold. Drink?

You get in an argument with a teacher. Drink?

After school you find a $5 bill. Drink?

You're bored. Drink?

You're nervous about a job interview. Drink?

You propose and get turned down. Drink?

You propose and get accepted. Drink?

Your teacher accused you of cheating. Drink?

You lose the grocery money. Drink?

You are accused of stealing. You didn't do it. Drink?

You are thirsty. Drink?

You've just been cheated by the local trader. Drink?

You waited three hours for the doctor. Drink?

ACTION CARDS

Right Side

You talk to your boss about a raise. Drink?

You've just been divorced. Drink?

Your allotment check does not arrive. Drink?

You are elected to Town Council. Drink?

You lose your job. Drink?

You get married. Drink?

You are discharged from the service. Drink?

You are invited to your best friend's daughter's wedding. Drink?

It's your first day on a new job. Drink?

The boss asks you to go for a drink after work. Drink?

You finished a deal with a salesman for your boss. The salesman asks you out for drinks. Drink?

You have a job interview coming up. Drink?

You get engaged. Drink?

Your boss talks to you about a better--and harder--job. Drink?

Your first child is born. Drink?

The fellows invite you out on a spree. Drink?

Your little brother gets married Drink?

You make a mess of an important job. Drink?

You get a bill you had forgotten you owed. It's for $50. You haven't got the money. Drink?

Some kids pour paint on your new car. Drink?

Your daughter needs new clothes for school and you haven't any morey right now. Drink?

You just found out you're being sued for $50,000. Drink?

You bet on a horse race and win $50. Drink?

You bet on a horse race and lose $50.00 Drink?

You take your car to the shop. You need a new motor . Drink?

You lose your paycheck in a poker game. Drink?

You get beaten up in a fight. Drink?

You get thrown from a horse with your friends watching. Drink?

Your son burns his draft card, and your neighbors won't talk to you. Drink?

You buy a $1 raffle ticket and win a new Buick. Drink?

You planned to play cards; your spouse needs you to babysit. Drink?

You break a leg in a rodeo. You're out of work and in a cast for six months. Drink?

Your sister gets married to a bum. Drink?

You back your car into a plate glass window at the store. Replacement costs $125. You don't have insurance. Drink?

Your loudmouth sister-in-law and her nine kids come to live with you. Drink?

CONSEQUENCE CARDS

Left Side

You got drunk and then swore never to drink again. Move forward 1.

You had too much to drink and passed out. Go back 2.

You had a few drinks, and got into an argument with your parents. Go back 2.

You thought one drink would be enough, but it tasted pretty good. Would you take another? If yes, draw another card. If no, move forward 3.

Had one beer and then ate dinner. Move forward 1.

Got drunk, had an automobile accident, someone was killed. Move back to start. Miss two turns. Then choose any life style.

You were kicked out of school for drinking. Change life style. (If in yellow, move to purple; if in purple, move to blue; if in blue, move back to the last life style space you passed.)

You think you had a good time. Move back 1 anyway.

You had a few drinks, and were picked up for reckless driving. Move back 3.

You got drunk and wrecked a car. Move back 5. Miss one turn.

You had two beers and went home. Move forward 1.

You got drunk, had a fight, were thrown in jail. Move back 5.

If you decide just one drink is enough, move up 3. If you think another drink won't hurt, draw another Consequence card.

You drank too much and have a hangover. Move back 1.

You got sick! Move back 1.

You had two beers, got sleepy, and took a nap. While you slept your buddies got in a gang fight. You weren't involved. Move forward 2.

You got hung up in a bar and missed your ride home. Move back 1.

You drank a little too much and got a little silly. But everyone else got sillier than you. Move forward 1.

You had one beer, were picked up by police, are now on probation. Your probation officer is a good guy. Move forward 1.

You are picked up for drinking under-age. Juvenile court says six months in reform school. Move back 5. Miss one turn.

CONSEQUENCE CARDS

Right Side

You are arrested for D. W. I. and lose your license for 90 days. Lose 2 turns.

You had a terrible hangover and stayed home from work. Move back 2.

This one drink has caused you to drink beyond your means. Move back 5.

You went on a spree, blew your paycheck, and now have to live on credit. Move back 3.

Your spouse tells you that you made a fool of yourself at a party last night. Move back 1.

Driving friends home after a few drinks, you had an accident. Two were killed, and you were hospitalized. Move back to Legal Age space and lose 2 turns.

You had two drinks and then went home and went to bed. Move forward 1.

You've lost your driver's license because of drinking. Move back 5.

You've been convicted of manslaughter and sent to prison for 5 years. Move to Legal Age space and lose 5 turns.

You had two drinks before dinner, and enjoyed your meal. Move forward 2.

You had two beers and had a grand time. Move forward 2.

You have a few drinks with the boss, and prove to him you can control drinking. You get a promotion. Move ahead 5.

Well, the one drink was fine, but the party you are with decides to drink all night. Will you stay and drink? If yes, draw another card. If no, move forward 2.

You were drinking and driving, you had a wreck, and were killed. Go back to the beginning, take a new role card, and start over.

Well! You drank a little too much and were arrested for indecent exposure. Move back 5.

You've been drinking heavily; your spouse divorces you. It's a big alimony settlement. Move back 5.

You got drunk and beat up your spouse. Move back 4.

One drink made your dinner pleasant. Move forward 1.

You came home all tired out. You opened a beer but fell asleep before you finished it. Move forward 1.

Two beers in the bar, you met a new friend, he gave you a good job lead. Move forward 3.

Had two drinks at work, came back fuzzy-headed. Made a mistake that cost the boss money. Got fired. Move back 3.

Had such a bad hangover you couldn't get out of bed. Boiler blew up at work and injured five people. You weren't there. Stay where you are.

You wanted to drink more, but your buddy got drunk so you took him home. Move forward 2.

LIFE STYLE CARDS

Left Side

Your father has been promoted to a higher position. Change your life style?

One of your family has been sent to prison. Change?

You have become engaged. Change!

You fail the year in school. Change your life style to purple if on yellow, to blue if on purple.

The AA has just presented a stirring program on alcoholism. Change your life style?

Do you wish to change your present life style?

School is boring. Change your life style!

Your mother has just inherited a small fortune. Will you change your life style?

A member of your family has become an alcoholic. Change your life style?

Change your life style!

Your father has been elected Council Chairman. Change your life style?

Your father has been killed in an accident and your mother hospitalized. Change?

You get straight A's on your report card. Change?

LIFE STYLE CARDS

Right Side

You have had a great religious experience. Change?

Your car has been repossessed, your spouse is in the hospital, and your savings are all used up. Change!

You have been selected Citizen of the Year. Change?

Your father dies and you collect $10,000 insurance. Change?

Oil has been found on your property. You are now worth $500,000. Change?

Pressures of responsibility in your job are causing family problems. Change!

You have been laid off. Change life style to purple if on yellow, to blue if on purple.

Death of spouse. Change life style?

You have become an active member of AA. Change, unless on yellow.

You marry; your new spouse has three children. Change?

You have just filed for bankruptcy. Change to blue track unless already there.

You have been seeing a doctor for a year. Change?

You have been divorced. Change!

You receive a scholarship for advanced training. Change?

Unit V: Practical Economics —
Allocation of Resources

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NOTE

This is the first unit of a series of units planned in practical economics entitled: Economics and The Science of Survival. The unit, Allocation of Resources was field tested in the late fall and early winter of 1969-70 in the Eagle Butte High School, Eagle Butte, South Dakota. The version that appears here was revised on the basis of response from the four teachers and 146 students involved. It will certainly undergo further revision as further use provides additional data.

ECONOMICS: THE SCIENCE OF SURVIVAL

FOREWORD

Studying economics in high school is particularly important for Indian students because they are caught between two cultures: the historical culture, which relies primarily on the natural environment for survival; and the contemporary culture, which, to function successfully, relies more on the interactions of men. As economics is primarily a study of relationships rather than facts, the unit helps teach students the relationship different cultural elements have with each other. By teaching skills for managing money and other resources, the unit prepares the student to manipulate money, rather than to be manipulated by it. Such skill will enhance the student's freedom to choose his own values and way of life.

The study of economics is concerned with both the individual and society. Thus the student learns how best to use his resources within the framework of his values, and how the society can most efficiently use its resources to deal with existing problems. The study of economics also aids in the development of capacities for abstraction and analytical thinking. Since each person is an economic being, and since the aggregation of these beings forms an economic system, the study of economics teaches abstraction from the specific to the general, as well as problem-solving that moves from the general to the specific.

Economics is also concerned with power relationships. When one studies economics, one learns about the power of the consumer (and when it does and does not exist), the power of the producer, and the power of the government. These powers and these groups are interrelated, as is the theory that deals with each. This theory is divided topically, however, to facilitate study. Economics: The Science of Survival is designed to study first the consumer, the concept most familiar to the student. It then studies the producer. The last two sections deal with government as an economic force and with comparative economic systems.

Because students learn by doing, this curriculum teaches concepts by means of a series of activities which either simulate or are in fact real-life problems. As the students solve these problems, they can develop practical skills as well as theoretical understanding.

NOTES ON THE DEVELOPMENT OF THE UNIT: ALLOCATION OF RESOURCES

To begin this study of economics, an outline of four interrelated sections was developed, each section studying one of the basic economic concepts--consumption, income, the government as an economic force, and comparative systems. Although the following outline is designed to cover up to two years of study, it can also be divided for use over a period of years.

General Outline of Concepts

I. PRACTICAL ECONOMICS--CONSUMPTION

- A. Allocation of Resources
    - 1. Tastes and Preferences
    - 2. Utility and Satisfaction
        - a. Diminishing Marginal Utility
        - b. Elastic and Inelastic Demand
        - c. Advertising
    - 3. Scarcity
        - a. Unlimited Wants
        - b. Limited Resources

4. Consumers

5. Quality

6. Cost

    a. List Price
    b. Total Cost
    c. Opportunity Cost
    d. Tax
    e. Postage
    f. Time
    g. Risk

7. Economic Needs

8. Distributors

9. Goods, Services, and Rent

10. Budget

11. Alternatives

    a. Complements
    b. Substitutes

B. Pricing

1. Supply and Demand

    a. Elastic--Luxury
    b. Inelastic--Necessity

2. Comparative Shopping

    a. Competition
    b. Monopoly
    c. Alternatives

        1. Substitutes
        2. Complements

3. Exploitation--Limited Knowledge

C. Money

1. Advantages vs. Barter

2. Budgeting

3. Value--Inflation

- D. Substitute Money
  - 1. Checking
    - a. Banking
    - b. Loans
      - 1. Interest
      - 2. Multiplier
  - 2. Credit
    - a. Interest
    - b. Credit Cards
    - c. Credit Unions
    - d. Defaulting
- E. Mechanics
  - 1. Reading Charts
  - 2. Filling Out Forms
  - 3. Possibility of Error

II. PRACTICAL ECONOMICS--INCOME

- A. Self-sufficiency vs. Cooperation
- B. Employment
  - 1. Types of Employment
  - 2. Job Hunting
    - a. Training
    - b. Experience
    - c. Letters
    - d. Résumés
    - e. Applications
    - f. Interviews
    - g. Salary
    - h. Fringe Benefits (Immediate and Long-range)
    - i. Acceptance and Rejection
  - 3. Comparative Employment Standards
    - a. Promptness
    - b. Dress
    - c. Motivation
  - 4. Holding or Losing a Job
    - a. Reasons
    - b. Consequences

C. Land
  1. Leasing
  2. Sale
  3. Farming and Livestock
  4. Natural Resources
  5. Pollution
  6. New Cities (Neighborhood Institutions, i.e., School)

D. Production
  1. Types of Business
    a. Corporations
    b. Partnerships
    c. Individual ownership
    d. Franchises
  2. Financing
    a. Stocks and Bonds
    b. Profit
  3. Psychology
    a. Profit Maximization
    b. Altruism
  4. Results of Size
    a. Economies of Scale
    b. Diminishing Returns
  5. Who
    a. Types
      1) "White Collar"
      2) "Blue Collar"
    b. Labor Relations
      1) Unions - Labor
      2) Management

E. Investment

a. Stocks and Bonds

b. Futures

c. Speculation

F. Welfare

III. THE GOVERNMENT AS AN ECONOMIC FORCE

A. Fiscal Policy

B. Monetary Policy

IV. COMPARATIVE ECONOMIC SYSTEMS

A. All Systems

1. Must Answer the Questions

a. What is produced?
b. How is it produced?
c. Who produces it?
d. To whom is it distributed?

2. Production Possibility

3. Circular Flow

B. Village

1. Home

2. Other Villages in the United States

3. Foreign Villages

C. Tribal

1. Home

2. Other Tribes in the United States

3. Foreign Tribes

D. Other Economies

1. Capitalist

2. Socialist

3. Communist

E. Difference Between Open and Closed Economy

F. The World as an International Economy

Commentary on the Outline

I. CONSUMPTION

A. Allocation of Resources

The first sub-unit, which has been completed and follows below, deals with the practical economics of the student as a consumer. Consumption is demonstrated by simulation, using a Montgomery-Ward catalog. Activities which analyze advertising techniques are included to give students an awareness of external pressures that stimulate consumption. The student is given hypothetical personal and village situations that require purchasing activity. The guidelines for each activity vary to emphasize different sub-concepts. By using the catalog, the student also gets practice in reading charts and filling out forms. An analogy is drawn between the student as a normal consumer and the student facing a survival situation, to demonstrate the necessity and relevance of resource allocation.

B. Pricing

The second unit will provide opportunities to learn how prices are determined. By examining village shops, trading posts, and other sources of goods besides the mail-order catalog, the student becomes aware of the price effect of supply and demand, and of competition or monopoly.

C. Money and Substitute Monies

Since money is the consumer's most widely used medium of exchange, it will be the third unit. The use of money is compared with barter, and certain Indian tribes are used as examples of both systems. The concept of substitute monies is then introduced. The student is given a sample checkbook and taught how it is used and how the banking system functions. The teacher continues to tie this into the theme of the student as a consumer and therefore stresses the individual's use of credit and the implication of the interest rate.

II. INCOME

Since the previous section on Consumption deals with the need and desire to own goods, it is appropriate to move to a unit on the resource earner. This section includes the different means of obtaining income. In the portion on employment, the practical tools of job hunting are taught, such as training, experience, letters, résumés, applications, interviews, salary, fringe benefits (immediate and long-range), and acceptances and rejections. Also included are lessons comparing employment standards of promptness, dress, and motivation in both historic and current inter-cultural situations. The reasons for and consequences of holding or losing a job are then covered. This section ties in with the first sub-unit on resource allocation by actual budgeting exercises which demonstrate how income can be managed.

III. GOVERNMENT AS AN ECONOMIC FORCE

The third section of the course in economics studies the role of the government in the economy. By government is meant local, regional, and national governing bodies, with appropriate analogies for foreign countries. The government has been mentioned throughout the previous lessons when taxes and welfare have been discussed. There is need, however, to clarify the active role the government has in the functioning of an economy. For this, fiscal and monetary policy are defined and demonstrated.

IV. COMPARATIVE SYSTEMS

Since the type of economic system which works in a given locality is a function of the role of the government in that area, a study of different economic systems follows logically from a study of a government's role in an economy. This final section teaches how different societies use different combinations of income-earning techniques to solve the general economic problem of what is produced, by whom, and how. This section also helps balance the value judgment of a consumer-oriented economy introduced via the mail-order catalog, by examining the values of different societies and how those values presuppose the answers each chooses to its economic questions.

This section begins with a study of the student's own village economy and how it functions. Other North American village economies and foreign village economies are then studied. The same format is then enlarged to deal with tribal economies. From there the students study other forms of economies: capitalist, socialist, and communist. This leads to the distinction between a closed and an open economy. The culminating section is, therefore, a discussion of the world as an economic system.

NOTES FOR FUTURE DEVELOPMENT

Future development of the economics unit will be guided by:

1. Knowledge and skills needed by the students for effective functioning in the "market place," as determined by Indian leadership, the Project NECESSITIES staff, and cooperating teachers.

2. Concepts and outline of the overall Development Plan K-12.

Using these inputs, the existing conceptual outline for a year of study can be modified or changed. Added to it also will be practical activities relevant to Indian students, enabling them to learn through experience those concepts and skills deemed necessary.

It is hoped that in the future teachers working with Project NECESSITIES will help to develop curricula for use in their schools which will incorporate relevant teaching techniques with the skills and concepts from the economic theatre.

A further development process will be the creation of K-6 material to introduce appropriate concepts and vocabulary. Future high school units should be able to draw from this bank of experience to study more thoroughly how the market place works.

TEACHER'S GUIDE

UNIT V: ALLOCATION OF RESOURCES

INTRODUCTION

During the developmental stage of this unit, Mr. Stewart Munz, Principal of the Eagle Butte Elementary and Junior High School on the Cheyenne River Sioux Reservation in South Dakota, read the outline and asked if the material could be used in the high school. The first unit was reviewed in outline form by the Tribal Education Committee and approved on its recommendation by the Executive Committee of the Tribal Council. Since each Sioux child receives a Sioux Benefit on his or her 18th birthday from Federal trust funds (this year the benefit amounts to $1,287.87 each), there is general agreement among local educators and tribal leaders that students should have some practical experience in managing money prior to receiving the benefit.

Because of the specific interest on the part of the Cheyenne River Sioux tribal leaders, the first unit of the section on Consumption: Allocation of Resources, has been completed and field-tested in nine classrooms of the Eagle Butte High School. These nine classrooms contain all the students in the 10th, 11th, and 12th grades.

Allocation of Resources uses a mail-order catalog as a major tool. At Cheyenne River Montgomery Ward donated the catalogs, plus a $100 gift certificate to the school for use with this subunit. The students are given a series of guidelines and are asked to "purchase," by simulated order blanks, all the clothing and furnishings for a family of five. The students also devise a monthly budget for the family. The unit takes six weeks to complete. Two of the activities in the unit are concerned with advertising pressures which persuade consumers to buy. In the six-week period the unit uses two games, a series of slides, transparencies, hypothetical guidelines from the Tribal Council, order blanks for the catalog, a gift certificate, and the work sheet of economic terms.

The unit does not have a pre-test from which numerical data can be collected. The skills to be taught here, how to budget money comprehensively and wisely, are qualitative rather than quantitative. Any test that introduced the intent of the unit would, to some extent, invalidate the surprise elements built into it. The purpose of this gradual unfolding of information is to allow the students to discover inductively, as they would in the market place, the problems involved in handling money. This gives them a chance to develop the necessary skills to cope with allocation problems of their own. The post-test is essay type, which relies on the perceptiveness of the teacher in grading.

PREPARING FOR THIS UNIT

The Project has distributed all of the materials available for this unit.

However, all of the needed materials can be developed by the classroom teacher for examples contained in the Teacher's Guide.

You should order sufficient copies of the major mailorder house in your area: Montgomery-Ward, Sears, Penny's, etc. If you get in touch with that company's local customer relation's officer you may be able to get a small gift certificate. Or you may be able to talk your principal out of a few dollars from the curricular materials budget. Failing this, do what you always do, shell out from your own pocket.

In addition adapt and prepare for classroom distribution: Economics Worksheet Definitions, Economics Worksheet, What is Economics?, Thumb Race Instructions and Cards, Goods Needed and Wanted Forms, dittoed example of completed Goods Needed and Wanted Form, Three Goods Wanted Most - Least - Boys - Girls, Advertising Techniques List, A Tape Recording of Advertisements (you can select from local radio or have students prepare), Money and Item Cards for advertising game, Letter and Memorandums #1-7 from Tribal Council, Floor Plan, List of Family's Needs, Filled-in and Blank Catalog Order Plans, Shares in Gift Certificate.

Much of the above work is done for you if you have access to a xerox or can burn ditto masters (if you don't revise).

You will have to have read and be familiar with the Unit to set up a time schedule for production.

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption
UNIT TITLE: Allocation of Resources

LEVEL: High School
SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrative detail on page no.
1	1-2 Hr.	Students learn definition of economics. Students play a game to learn to use an index Concepts: Index Classification Definition	Pencils Index game	none	272
2	1 Hr.	To familiarize the students with the catalog, the teacher gives each student 1 hour to write down what he would like and its page number. Concept: Quantity	Catalog "Goods Needed and Wanted" Forms Pencils	none	284
3	2-3 Hrs.	Students look up the prices and add them to the previous day's list. Record on charts and discuss types of wants to illustrate how likes and values, tastes and preferences, vary. Concepts: Utility, diminishing utility, tastes and preferences, practical needs, psychological need	"Goods Needed and Wanted" Form from previous activity Catalog Pencils Individual Classroom Charts		286

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption
UNIT TITLE: Allocation of Resources
LEVEL: High School
SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Nar deta pag
4	3 Hrs.	To learn about the influence of advertising the students play a game.	Pencils Paper Advertising Game Tape Advertising Game	TR	2
5	1 Hr.	To expose the students to various advertising devices the teacher shows slides. Concepts: Advertising Commercial	Slides	SP	3
6	2-3 Hrs.	Using the catalog, students working in committees to furnish a house, clothe a family or select the kitchen equipment as they like. Concepts: Unlimited Wants Value System Goods Consumer	Letter from Tribal Chairman Envelope with Memorandum #1 Floor Plan and Forms Catalog Pencils	none	

project NECESSITIES

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narra detail page
7	1 Hr.	To learn to rank goods in order of preference, students number their selections in the column for priorities. Concepts: Priorities Utility	"Goods Needed and Wanted" Forms from previous lessons Pencils Memorandum #2 Transparency #3	OH	33
8	1 Hr.	Students fill out order blank, compute tax and postage, correct their own forms. Skills: Filling out forms Computing tax and postage	Catalog Order Forms Memorandum #3 Pencils Completed Order Form	None	34
9	2 Hrs.	Students are introduced to amount of money by tribal letter. From previous list, students determine how much and what they can have. Concepts: Scarcity Limited Resources Natural Resources Human Resources Allocate Opportunity Cost	Memorandum #4 "Goods Needed and Wanted" Forms from previous lessons Pencils	none	34

ECONOMICS: The cience of Survival

TITLE: Practical Economics--Consumption **UNIT TITLE:** Allocation of Resources

LEVEL: High School **SUGGESTED LENGTH:** Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrativ detail o page no
10	1 Hr.	Students compare lists. To demonstrate that goods vary in quality as well as price, the teacher displays two objects of varying quality borrowed from the Trading Post. Concept: Quality	Completed forms from previous lessons Two similar objects which vary in quality, borrowed from the Trading Post	none	352
11	2-3 Hrs	Students fill out catalog order blank for their "family," read sizing charts, compute tax and postage, compare list price with the total cost. Concepts: List Price Total Price	Catalog Order Forms	none	356
12	2 Hrs.	Students write a story of a survival exercise to become aware of economic needs. Draw an analogy between this and a family's needs. Concept: Economic Needs	Pencils Paper	none	357

TITLE: Practical Economics--Consumption
UNIT TITLE: Allocation of Resources
LEVEL: High School
SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrat detail page n
13	1 Hr.	Students list other needs of this new family in this new house. Divide list into catalog and non-catalog goods. Where and how much are non-catalog goods? Concepts: Economic Needs Different Distributors	Memorandum #5	none	35
14	1 Hr.	Students write a monthly budget. Concepts: Cost Goods Services Rent Budget Fixed Costs	Pencils Memorandum #6	none	36.
15	1 Hr.	Discussion of complementary goods and comprehensive budgeting. Students re-examine their lists. Concepts: Complementary Goods	Previously Written Budgets Pencils	none	36

Personal Notes:

TITLE: Practical Economics--Consumption UNIT TITLE: Allocation of Resources

LEVEL: High School SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrativ detail o page no
16	2-3 Hrs.	Students write an essay to apply economic concepts to other environments. Concepts: Scarcity Economic Needs Allocation of Resources	Pencils Paper Essay Questions	none	366
17	2-3 Hrs.	Students make actual purchases for the classroom with shares of a gift certificate from the catalog. Concepts: Pooled Resources Time Lag	Memorandum #7 Gift Certificate Shares Catalog Pencils Catalog Order Forms	none	369

A NOTE TO THE TEACHER ABOUT THE USE OF THESE NARRATIVES

The following narrative is not meant to be a strait-jacket!

On the contrary, the narrative of classroom activities has specifically been written in the past tense so that you can "look in" on another teacher's classroom and see the way she chose to teach these materials.

There is no way to replace the critical role that teacher and student imagination play in making the classroom a place of real learning.

You may find that some activity modules will take two or three times as long as suggested. Others may take less time. You may also find that some of the activities need to be revised to meet the specific needs of your students: their cultural background, their individual capacities, and their previous learning experience.

The Project NECESSITIES staff hopes that as you "write" your own narrative in the day-to-day interchange in your classroom, you will share with us new ways that you and your students have found to make the following activities come alive. Perhaps in later versions of the narrative, others can benefit from your creativity.

General Instructions

This sub-unit covers Consumption, Allocation of Resources (I, A) on the outline. The tools employed are a worksheet of economic terms, the Ward's (Sears, Spiegel or J. C. Penney's) catalog, hypothetical guidelines from the tribal council or village elders, slides, transparencies, two games and a gift certificate.

The terms in the worksheet are arranged chronologically as they appear in the lessons. The teacher should direct the students to define the terms as they are covered in each activity. A completed worksheet is provided for the teacher, but he should encourage the students to express the definitions in their own words. The vocabulary words can be dealt with at the close of an activity. Alternative ways of working with the continuous introduction of new vocabulary are suggested below.

1. A vocabulary bee -- divide the class into teams to compete against each other in defining the terms
2. A verbal review of vocabulary words used in past lessons to preface a new activity.
3. A written review--instruct the students to use the words that the teacher provides in sentences that clearly relate their meanings

Each activity teaches a specific concept, but does not necessarily do so in one class period. Several days may be needed to complete some of the activities, or two activities may be completed in one day. This sub-unit is estimated to last approximately five to six weeks.

Since the narratives are tools rather than regulations, teachers are encouraged to expand or alter the material in any way they feel would be beneficial to the students. It is hoped that teachers will keep notes of any changes or additions to aid in review of the material.

ECONOMICS WORKSHEET DEFINITIONS

Economics--the study of what is produced, how, for whom and by whom

Index--an alphabetical list of the contents of a book, in this case the catalog, to be used as a locational guide.

Classification--a arrangement of items into categories

Organize--in this case, to distribute tasks efficiently

Division of Labor--distributing the tasks of one job among many people, each person having his own task

Quantity--amount; how many

Tastes and Preferences--individual liking and choice

Utility--practical or psychological value; satisfaction

Diminishing Utility--shrinking in usefulness, as when the satisfaction or utility to the owner of duplicate objects is less than the satisfaction to the owner who only has one similar object

Practical Need--that which is necessary to maintain life

Psychological Need--that which is necessary to increase enjoyment of life

Advertising--any method of attracting public notice to the desirability of commercial products for sale

Commercial--a method of advertising which uses the television or radio

Unlimited Wants--the infinity of society's needs and desires

Needs--those things necessary to sustain life or the enjoyment of life; what is necessary varies from person to person and from society to society

Value System--those things or ideas which a person or society considers important and desirable

Good--an item produced and sold

Consumer--one who buys something to use or a service for his benefit

Priority--the order in which goods or ideas are needed and wanted; a ranking

Tax--a compulsory payment to the government for its support, in this case a sales tax, a percentage of the price of a good paid to the government, which adds to the cost of a good

Postage--payment in exchange for shipping goods or mail

Scarcity--lack; insufficiency

Limited Resources--resources that could be used up, are not infinite

Human Resources--human labor and ideas

Natural Resources--that which is part of nature used by man for his benefit, for example, oil and timber

Allocate--to divide or ration available resources in order to satisfy as many needs and wants as completely as possible, satisfying the most important ones first

Real Price--the real goods, time, pleasure, etc. which must be sacrificed or "spent" in order to obtain the high priority choices

Quality--the characteristics of anything that determine its value

List Price--the price the store charges

Total Cost--the price the consumer pays which includes list price, tax, and any other costs

Economic Needs--those needs which can be satisfied by physical objects such as food, clothing, and shelter

Distributors--any store, catalog, or person that sells goods, thus distributing them among the community

Complementary Goods--goods that belong together functionally or habitually

Services--labor performed for the benefit of others, in the economic sense, in return for payment

Rent--a payment to the owner for use of an object or land

Budget--a plan for allocating money over a given period of time

Fixed Costs--those payments which must be made regularly, usually every month

Pooled Resources--resources of many people used to purchase one good or investment

Time Lag--the time that passes, in this case, between purchase and ownership

ECONOMICS WORKSHEET

Economics ____

____

Index____

____

Classification____________________________________

____

Organize____

____

Division of Labor__________________________________

____

Quantity____

____

Tastes and Preferences______________________________

____

Utility____

____

Diminishing Utility_________________________________

____

Practical Need____________________________________

____

Psychological Need________________________________

____

Advertising

Commercial

Unlimited Wants

Needs

Value System

Good

Consumer

Priority

Tax

Postage

Scarcity

Limited Resources

Human Resources ____

____

Natural Resources ____

____

Allocate ____

____

Real Price ____

____

Quality ____

____

List Price ____

____

Total Cost ____

____

Economic Needs ____

____

Distributors ____

____

Complementary Goods ____

____

Services ____

____

Rent ____

____

Budget____

____

Fixed Costs____

____

Pooled Resources____

____

Time Lag____

____

WHAT IS ECONOMICS?

Economics is more than just a study of money. It is the study of

what one person and all people make
how they make what is made
who makes things
who receives what is made

It is the study of people who make things and people who buy things.
It is the study of the rich and the poor (and the in-between).
It is the study of how people survive and how people live.

Why is it important to study this?

You make things and buy things.
You are rich or poor or in-between.
You survive, you live.

If you understand how you live, what powers you have and what powers others have, you can begin to control your life and make decisions, rather than have decisions made for you. You learn skills that can prepare you to help groups of people make decisions to better their lives.

You will understand many issues in the newspapers and learn what you can do about them. For instance:

1. Economic impact of the war in Vietnam; its continuation; its end.
2. Termination or not of the reservation.

Consider with these two issues the following: inflation, economic development, taxation, credit control, consumer protection, boycotts, labor problems, poverty and riots.

Why begin with the study of consumption or buying?

You buy things.

Have you ever bought something you didn't want?
Have you ever said, "I don't have anything to wear" when you have some clothes?
Did you every buy something that was not as good as you thought it would be?
Did you know that it is predicted that in 1970, teenagers in this country will spend twenty billion dollars? $200,000,000,000!
(Which is a stack of new dollar bills 125 miles high.)

Consumer education will teach skills to help protect you against disappointment and frustration--will teach how you, as a consumer, are important.

ECONOMICS : THE SCIENCE OF SURVIVAL

SUB-UNIT CONSUMPTION - ALLOCATION OF RESOURCES

ACTIVITY ONE

At the end of this activity, students should be able to:

1. identify and define classes of goods,
2. demonstrate a knowledge of the difference between general and specific classifications,
3. use the index.

Narrative

The teacher passed out the paper defining "economics." He explained that the Ward's catalog would be the beginning "textbook" for the unit on Consumption.

The teacher then enlisted the aid of several of the students to help pass out the Ward's (Sears, Spiegel, or J.C. Penney's) catalogs and pencils to each student. He explained that Ward's is a mail-order catalog. By using a mail-order catalog, one can order a variety of goods directly from factories and warehouses and receive these goods in the mail. The teacher instructed the students to flip through the pages and tell him items they saw for sale. To demonstrate the difference between specific goods and classes of goods, the teacher listed on the blackboard, in what appeared to the students to be arbitrary columns, the items the students mentioned. In actuality, however, the teacher had classification headings in mind. He was listing all clothing items in one column, all furniture in another, all sports equipment in another, and so forth. Musical instruments, car equipment, household appliances, luxuries, and miscellaneous were some other column headings used. Student interest was retained as the students tried to figure out what the teacher was doing. After establishing a number of columns containing several items, the teacher asked the students to decide on titles or classification headings for these columns.

This column classification provided an introduction to the use of the index. The teacher showed the students where the index was located and explained how it helped save time in looking for a specific article. He explained how little girls' dresses would be found under "dresses, little girls" and demonstrated how to find it. He asked the class to look up "boots" and find out how many different kinds of boots Ward's sells. He explained that specific items are indented under general headings in outline form.*

The teacher then introduced a "thumb race" that would teach the students how to use the index themselves. The class was divided into six teams of five students each. The teacher found it convenient to do this alphabetically. (Another method of dividing the class into teams is to have students draw groups of five names from a box.) Some teams had only four members. One student was enlisted to help the teacher check the cards. The teacher then handed out a set of instructions to each student which explained that the object of the game was to run a relay race that involved choosing a team name and finding page numbers of designated items in the catalog. The race began with students choosing a name for their team, writing it on a card, taking the card to the teacher, and receiving in exchange the first of a series of five cards which list catalog items. The teacher recorded the team names on the board and kept each card on his desk to begin a pile of cards for each team.

The student runner returned to his group and the team looked up the page numbers in the index. There were no instructions as to how the teams should organize their research effort, in order to let them find for themselves the most efficient manner of looking up the items. The students returned the card to the teacher in exchange for another. The teacher compared these cards with a correct card that was provided. If there were mistakes on the students' card, it was returned in the next round. The first team that correctly finished and returned all five cards was the winner.

When every team had completed the race, the teacher first asked the students if there were any items on the cards that they did not know, and instructed the students to look them up. For example, some students did not know what time payments were. The teacher then asked the winning team why they won. This led to a discussion of speed, organization, and in some instances, double checking. The teacher asked if they found it faster to work in groups, as a team, rather than working alone. They then discussed the efficiency of working together and division of labor. The teacher asked if they knew who developed the assembly line technique and what was the significance of its introduction. The answer was that Henry Ford first used the assembly line to mass-produce automobiles. The significance of factories and mass-production was discussed and debated by the students.

THUMB RACE INSTRUCTIONS

This "thumb race" takes the form of a relay race. The race will be to find page numbers for designated items listed in the catalog.

1. Each team is to choose a name.

2. The name of each team is to be written on the card that has been provided.

3. A student is to deliver the card to the teacher, and receive in return the first of a series of five cards that list catalog items.

4. The team must organize itself in research efforts to look in the index for the correct numbers of pages on which the items can be found.

5. A member of the team is to record the correct page numbers and return the card to the teacher in exchange for another card. The second card is also to be filled out. If the first method of organizing the team does not work well, the team should try another. The second card is to be returned to the teacher for a third and so forth.

6. As each card is returned to the teacher, the teacher will check for errors. If there are any, the card will be returned for corrections when the student runner approaches for another list.

7. The first team to return all cards filled out correctly is the winner.

TEACHER'S COPY

Team Name

Team Name

Team Name

Team Name

Team Name

Team Name

TEACHER'S COPY

cosmetics pp. 198, 199

time payments pp. 1431, 1434

skis pp. 1086, 1087

crib mattress pp. 456, 457, 459

electric appliances pp. 914-921

__________TEAM NAME

cosmetics__________

time payments______

skis_______________

crib mattress______

electric appliances_

__________TEAM NAME

cosmetics__________

time payments______

skis_______________

crib mattress______

electric appliances_

__________TEAM NAME

cosmetics__________

time payments______

skis_______________

crib mattress______

electric appliances_

__________TEAM NAME

cosmetics__________

time payments______

skis_______________

crib mattress______

electric appliances_

__________TEAM NAME

cosmetics__________

time payments______

skis_______________

crib mattress______

electric appliances_

TEACHER'S COPY
riding boots p. 614
monthly payments____
pp. 1431-1434
dining room table
pp. 670,671,688,689
gas stove
pp. 980-984
zoom scope sights___
p. 1069

__________TEAM NAME
riding boots________
monthly payments____
dining room table___
gas stove___________
zoom scope sights___

________TEAM NAME
riding boots________
monthly payments____
dining room table___
gas stove___________
zoom scope sights___

________TEAM NAME
riding boots______
monthly payments__
dining room table__
gas stove_________
zoom scope sights__

________TEAM NAME
riding boots_____
monthly payments__
dining room table__
gas stove_________
zoom scope sights__

________TEAM NAME
riding boots______
monthly payments__
dining room table__
gas stove_________
zoom scope sights__

TEACHER'S COPY
sewing machines_____
pp. 344, 345
pup tents__________
p. 1098
hand tools
pp. 1360-1376
vacuum cleaners_____
pp. 992-995
pie pan____________
p. 926

__________TEAM NAME
sewing machines_____
pup tents__________
hand tools__________
vacuum cleaners_____
pie pan____________

__________TEAM NAME
sewing machines_____
pup tents__________
hand tools__________
vacuum cleaners_____
pie pan____________

TEAM NAME
sewing machines___
pup tents________
hand tools________
vacuum cleaners___
pie pan__________

__________TEAM NAME
sewing machines___
pup tents________
hand tools________
vacuum cleaners___
pie pan__________

__________TEAM NAME
sewing machines___
pup tents________
hand tools________
vacuum cleaners___
pie pan__________

TEACHER'S COPY

alarm clock p. 872___

hand towels pp. 901, 903, 905, 906_____

farm wagon tires____ p. 1207

bead curtains_______ pp. 778, 779

archery equipment___ p. 1075

__________TEAM NAME

alarm clock_________

hand towels_________

farm wagon tires____

bead curtains_______

archery equipment___

____

__________TEAM NAME

alarm clock_________

hand towels_________

farm wagon tires____

bead curtains_______

archery equipment___

____

__________TEAM NAME

alarm clock________

hand towels________

farm wagon tires___

bead curtains______

archery equipment__

____

__________TEAM NAME

alarm clock________

hand towels________

farm wagon tires___

bead curtains______

archery equipment__

____

__________TEAM NAME

alarm clock________

hand towels________

farm wagon tires___

bead curtains______

archery equipment__

____

TEACHER'S COPY

shipping information

p. 1425____________

bed sheets__________

pp. 842-846________

kitchen tools_______

p. 914_____________

auto turn signals___

p. 1132____________

corduroy yard goods_

pp. 331, 338________

__________TEAM NAME

shipping information

____

bed sheets__________

____

kitchen tools_______

____

auto turn signals___

____

corduroy yard goods_

____

__________TEAM NAME

shipping information

bed sheets__________

kitchen tools_______

auto turn signals___

corduroy yard goods_

____

__________TEAM NAME

shipping information

bed sheets__________

kitchen tools_______

auto turn signals___

corduroy yard goods_

____

__________TEAM NAME

shipping information

bed sheets__________

kitchen tools_______

auto turn signals___

corduroy yard goods_

____

__________TEAM NAME

shipping information

bed sheets__________

kitchen tools_______

auto turn signals___

corduroy yard goods_

____

ACTIVITY TWO *

At the end of the activity students should be able to:

list objects and where they are located to demonstrate familiarity with the Ward's (Sears, Spiegel, J.C. Penney) catalog.

Narrative

For this lesson the students received both the catalog and forms for listing items and their page numbers. The teacher told the students that they would be using the catalog often during the coming weeks. The teacher also handed out a worksheet of economic terms to be learned in this unit. The first two, "index" and "classification" came from the previous lesson. He asked the students to fill in definitions for these two terms and explained that by the end of the unit the entire sheet would be filled. Today they should take the period to list those items they would most like to own themselves or give to others. Next to each item they should list its page number for future reference. The teacher explained that if they had any trouble finding something in the index, they should raise their hand and he would help them.

The students spent the rest of the hour listing objects and their page numbers.

*(In more advanced classes, Activities Two and Three are combined.)

Name_____________ Date_________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number						
Totals								

ACTIVITY THREE

At the end of the activity, students should be able to:

1. demonstrate an awareness that different goods purchased give the owner different types of utility or value, by checking "utility" columns,

2. demonstrate an awareness that the utility to them of each consecutively owned similar good disminishes by examining the number of items in their "quanity" column,

3. demonstrate an awareness that people's tastes and preferences vary by charting and comparing the different items each class member has chosen.

Narrative

The teacher passed back the students' lists and asked them to fill in as the title of the third column, "price per item" and the fourth column, "total price." The teacher then passed out a completed form as an example to be reviewed. The teacher then explained that the students, using the page numbers as reference, should look up the prices of the objects they had chosen the day before and total them.

After having totaled the monetary value of the goods, the students were asked to title three more columns, "practical," "enjoyable," "practical and enjoyable," and above these three column headings, write the overall title "utility." The teacher again demonstrated a completed form with a transparency on the overhead projector. The teacher asked the students to think about why they had chosen the goods on their list and why their list might be different from their neighbor's list. The teacher explained that these column titles represented some reasons people buy things, for practical need or for enjoyment. Many objects can fulfill both needs. The teacher asked each student to put a check in the column that he thought best described why he chose the item.

(In an advanced class, the teacher went deeper into the theory. He explained that very rough synonyms for "practical" and "enjoyable" are "necessary" and "luxury." These two terms refer to two types of demands that consumers make which economists call inelastic and elastic. An inelastic demand is one which will not change very much even if prices of the good demanded go up or down. If the price of bread or cigarettes changes, people will still tend to buy the same amount as before. A good that has an elastic demand, such as color TVs, will be bought in greater quantity should the price fall.)

The teacher told the students that they would compile this information on two large charts which he taped to the board. Each student was given small copies of these charts. The students were asked to pick the three items that they wanted least. Each student then told the teacher which items these were and under which "utility" column they should be recorded. They also recorded the price.

The reasons make up the economic idea of utility, that goods give utility or satisfaction to the owner. Utility is the practical or psychological value a good gives the owner. The teacher then asked the students to look at their quantity column. "How many students chose many of one particular item?" he asked. Not many. This is because, the teacher explained, one item gives great utility or value to the consumer, but once it is owned, the second of the same item is not wanted as much. This means that the utility of each consecutive article purchased diminishes. For example, if you had no shoes, one pair of shoes would give you much utility but the second pair owned simultaneously would give you less utility compared to the first. One half of each chart was devoted to data collected from the girls and the other half to data collected from the boys. After all the data was gathered, the prices were totaled and the students saw whether the girls or boys preferred more expensive goods.

The teacher initiated a discussion of varying tastes as seen in the charts with the following questions:

What goods contribute to the increased cost of the more expensive list?

Why do boys (or girls) tend to prefer these goods?

Would the girls like to own the boys' items? Why not? (Because their tastes and preferences are different.)

Would the boys like to own the girls' items? Why not?

Who prefers more practical goods? Why? (Because their tastes tend toward the practical.)

Who prefers more enjoyable goods? Why?

Who prefers a combination?

Is it easy to decide which goods are practical and which are enjoyable?

Is it easy to decide why you bought the goods you bought?

What other reasons can you think of for buying things you have bought?

At this point the class and teacher tried to think of many possible reasons for variance of tastes and preferences. Some suggested reasons were that people buy things to perform certain functions; because they saw someone else who had something they did not have; because of the color; because of advertising; etc. No matter what the initial motivation, however, goods are bought because of their real or imagined utility to the consumer, the satisfaction, practical and enjoyable, they will give him. Utility is both functional and psychological. It varies from person to person; thus , provides an opportunity to explore and catagorize why people's tastes differ.

An adding machine in the classroom increased the students' interest in making lists and totaling prices in this and following activities.

Name_____________ Date_________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price				
Totals								

Name______________ Date__________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price	Utility			
					Practical	Enjoyable	Prac. and Enjoy.	
Totals								

Three Goods Wanted Most

Girls

Practical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods______ Total Price______

Three Goods Wanted Most

Boys

Practical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods______ Total Price______

Three Goods Wanted Least

Girls

Practical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods______ Total Price______

Three Goods Wanted Least

Boys

Practical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods______ Total Price______

ACTIVITY FOUR

At the end of the activity, students should be able to:

1. demonstrate an awareness of the influence of advertising by producing and responding to advertising.

2. record their reactions to advertising.

Narrative

The class began with a short review of why people buy what they do. The teacher then told the class that they were going to play a game to demonstrate how advertising works to influence the public's purchasing needs and tastes.

The teacher divided the class into the following teams, the divisions being arbitrary:

a. 3 teams of sellers--6 people per team

b. 12 buyers--loyal to no team

(It is also possible to have only 2 teams of sellers and fewer people in each team, or more teams with more members. Another alternative is to combine two classes if the classes are small.)

After the teams were established, the game was explained. Each of the selling teams would consider themselves a "selling agency"--a store, trading post, department store, etc. Each team would give a name to the agency (Western Trading Post, Harry's Dry Goods, and so on). The three teams were competitors, each team attempting to sell as many of its goods to the buying public as it could. The team that sold the most goods would win the game.

The three teams were each given an identical set of cards which consisted of pictures of different salable products and a set of sales slips. On each card was a picture of the product and a price. The sellers were not allowed to alter the price of the product. They were told that each card represented a product that was available in unlimited quantity and size, so that they could sell as many products as people would buy.

The cards contained the following items:

a.	beaded moccasins	$20.00
b.	record--Round Dance	$ 7.00
c.	jerky--14 oz.	$ 5.00
d.	fringed Pendleton shawl	$15.00
e.	incense (pinon scent)	$11.00

Each team was to work as a group, pretending to be advertisers responsible for selling these products to the public. As a group they were to devise whatever advertising approaches they could think of, using available materials (crayon, paints, construction paper, etc.), to persuade the public that their items should be bought, and not those of the other two stores. The group began working out their separate strategies, recalling newspaper, radio and TV advertising approaches or methods.

The 12 buyers were presented with sets of money cards. Each set contained the amount of $50.00--one $20, one $10, two $5, and ten $1. Each buyer was to purchase whatever he believed had been most persuasively advertised, as long as the total cost did not exceed $50.00. The buyers did not have to spend the entire $50.00. They could make purchases from one store or many. Each of the stores would be selling the same set of items at the same costs, but their advertising techniques would be different.

While the selling teams were planning their advertising campaigns, the buyers were grouped together in a corner of the room to listen to a tape. The tape contained five different advertising speeches. Each of the speeches emphasized a particular tone of voice, a "speaking style," that might or might not appeal to the listening public. The point of the tape was to make the students aware of the effect that the advertiser's voice may have on the appeal of the product. Many of the sellers in the game would be trying to persuade the buyers to buy their items with a speech about the product. The buyers would be paying attention to what the advertisers would say. The tape, however, would encourage them to be sensitive to how the speaker's voice might work for or against him.

The segments on tape emphasized the following distinctions in voice tone:

a. overselling in an intimidating way
b. soft-selling in an unconvincing way
c. a sincere, confident appeal
d. a voice with an irritating sound
e. using humor as an advertising weapon

After the buyers listened to the tape, the teacher led a discussion about distinctions in voice tone. He wanted to know if the students were sensitive to this aspect of a presentation; if they would be critical of the sellers from this point of view. He discussed each of the segments separately:

> Do you have a positive or negative reaction to this sales "pitch"? Why?
>
> What did you like or dislike about the tone of the speaker's voice?
>
> Would you be persuaded to buy the product? Why or why not?

By this time (or the next day, after an evening planning session), the sellers had decided how they were going to advertise each of the items. The buyers seated themselves facing the front of the room.

Each group was instructed to sell the articles in the same order--moccasins, record, jerky, shawl, incense. The three stores set up their displays, posters, fake TV screen, etc. As the member, or members, from the first team presented the first item, the member, or members, from the other teams who were to present the same article left the room. They returned when that presentation had been completed. After the first item was "advertised" by each "store," each store presented the second item on the list (while each seller of that item from the other teams left the room), using whatever means they had thought of to convince the buyers that their product was more appealing than the same product in the other stores.

As the sellers presented each of the products to the buying public, the buyers made notes as to which presentations were the most persuasive. They also attempted to determine why they thought one presentation was more effective than another.

When the sales speeches had ended, the buyers approached the stores with their money, and talked to the members of the teams who had been appointed salesmen by the group. A student who wanted moccasins from the first store handed the salesman the money and the salesman wrote the customer a sales slip for his imaginary purchase.

Students who had been shy made formal presentations to the class. The real advertising and persuasion, however, took place in the informal buying activity. The students even developed their own credit and layaway policies.

When the buying had ended, the teacher asked the entire class to be seated. He asked each buyer to read to the class from his sales slips what he had bought, how many, and the store from which he had bought. This information was recorded on the board under each team's name. The highest number of items sold in each category was circled and the team with the most circles won.

Type of Article	No. Sold		
	Team 1	Team 2	Team 3
moccasins	////	/	
record	//	𝍸	//
jerky	𝍸 /		///
shawl	//	/	////
incense	////	//	///

The teacher brought the activity to a close with a discussion of the aspects of the advertising campaigns that most successfully influenced the buyers. The buyers were asked to refer to the comments that they had jotted down after each of the sales "pitches"; he asked the following questions to guide their approach to the discussion:

What devices were effective in persuading you to buy?

How might a seller have improved his approach?

Did anyone feel he was buying for any reason other than being persuaded by the advertising?

What commercials on radio or TV could you recall that you especially liked?

As students gave examples to the last question, the teacher asked them why it was that such a commercial was so appealing. As he accepted an explanation, he noted it on the blackboard. He had in mind the variety of approaches listed below, but wanted to elicit as many of these as possible from the examples given by the students. He was not concerned that the students learned the technical names to the more subtle approaches to advertising, but did want them to be able to recognize the devices when confronted with them. The discussion provided several of the possibilities in the list, but many of the students' answers overlapped. He was content with the incomplete list on the blackboard, for he knew that the slide pictures of the various advertisements, when shown later, would suggest other techniques to the students.

1. Testimonial--an important personage testifies that he has used a product; the buyer says to himself, "If he

uses it, it must be good." The personality may actually know nothing about the quality of the product.

2. Appeal to the senses--pictures or sounds used to appeal to the senses; i.e., the buyer begins to "taste" the food and is motivated to buy.

3. Transfer--a good-looking or well-dressed man or woman sells the product; the buyer associates the product with someone good-looking or admirable and imagines that when he uses the product he will become like that person.

4. Bandwagon--language that suggests that "everyone" or "all the people" are doing it or buying it. The buyer does not want to be left out, or does not want to appear "out of it," even to himself, so he buys the product.

5. Plainfolks--an ad shows an average person recommending the product; the average buyer identifies with that person and takes his advice.

6. Glittering generality--an ad uses words like "best," "great," "whiter than white," "the only"--claims to greatness that have no substantiation in fact, but because the buyer is bombarded with words that have positive associations, the buyer receives a positive impression of the product.

7. Appeal to romance or fantasy--white knights, green giants, supermen, are featured in a commercial. Products are attributed with unreal features and powers, but the buyer associates these powers with the product anyway.

8. Humor--people tend to remember, or at least have a positive association, with an ad that makes them laugh; when they remember the ad, they think of buying the product.

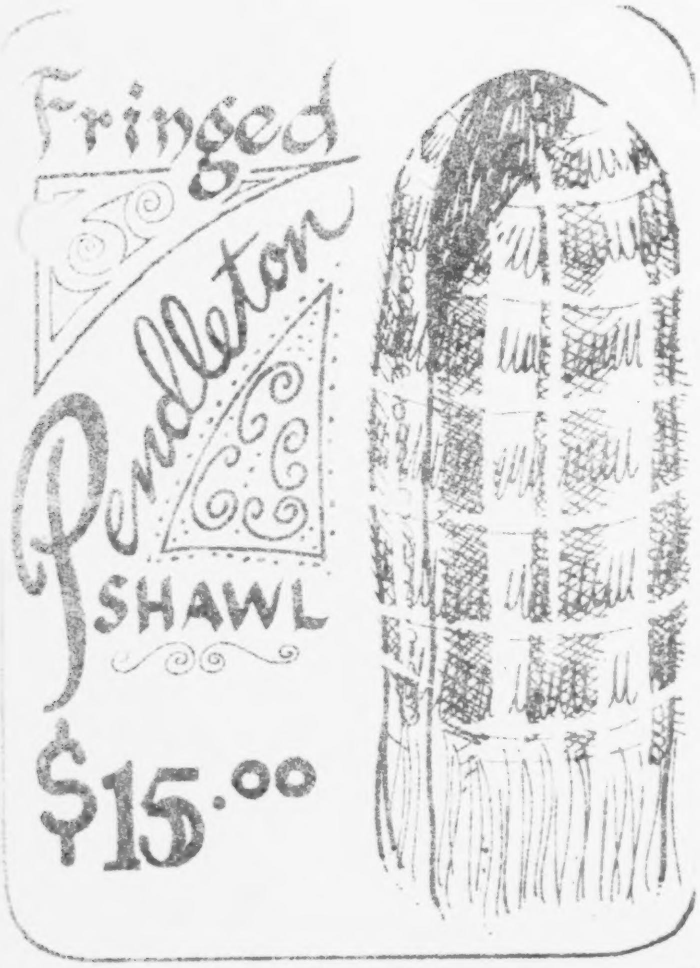
9. Statistics--buyers tend to be impressed by statistics, or what seem to be valid information about the product; an appeal to logic works, but the buyer should make some attempt to validate the information.

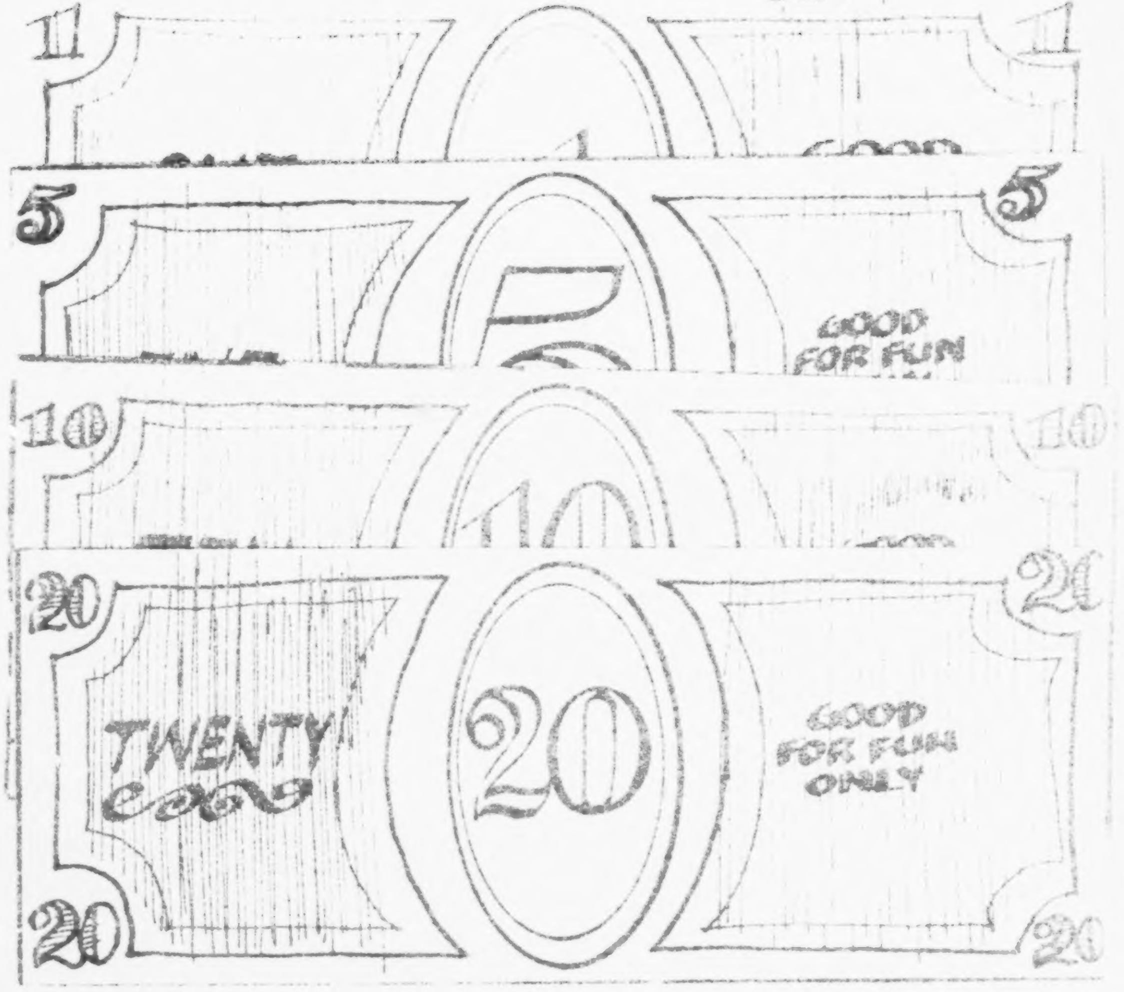
10. Cardstacking--some ads give one-sided portrayals of their product. Only the beneficial aspects are mentioned; the drawbacks or weaknesses of the product are not revealed.

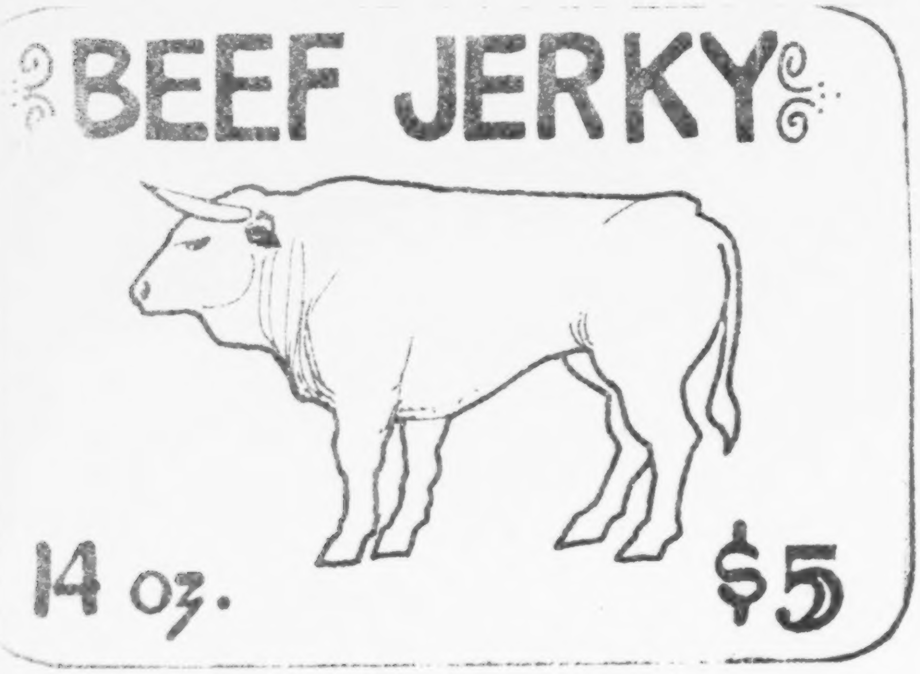
11. Fact vs. opinion--an aware buyer should distinguish between statements that are facts and those that are opinion. Statements that are true facts can be proven to be true; statements that are opinion carry weight if the buyer is convinced that the speaker knows what he is talking about.

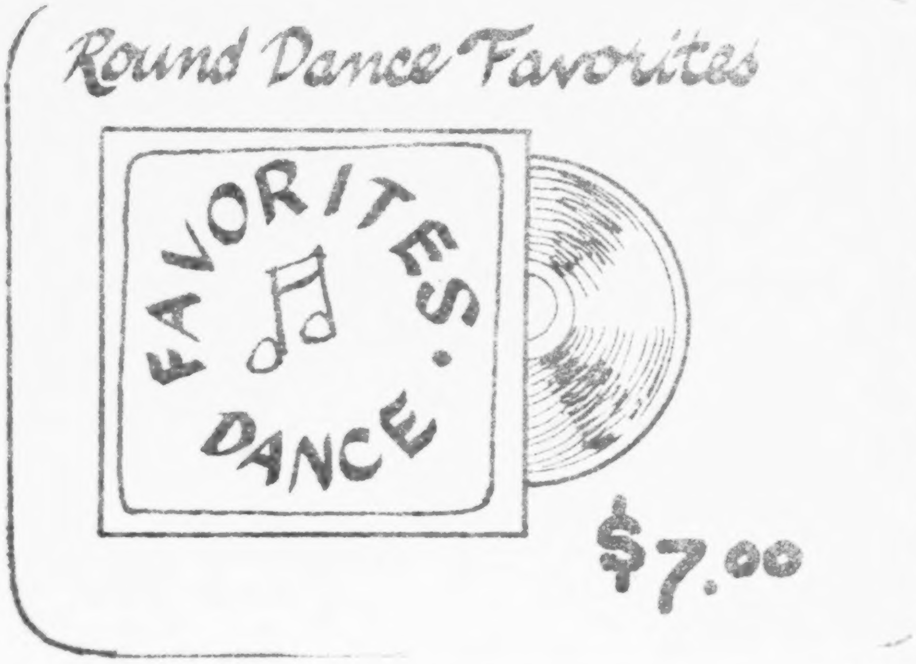
12. Jingle or slogan--people tend to remember neat phrases; they recur in the mind easily and remind the person of the product.

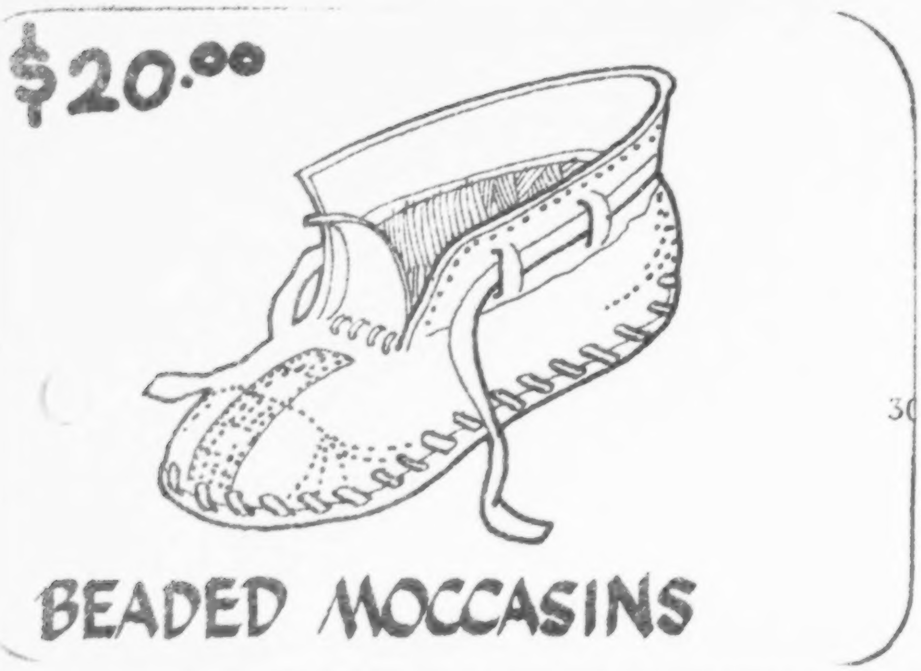
The teacher mimeographed this list and gave it to students at the end of the class. He asked them to use it as a guide to analyze ads and commercials that they would see.

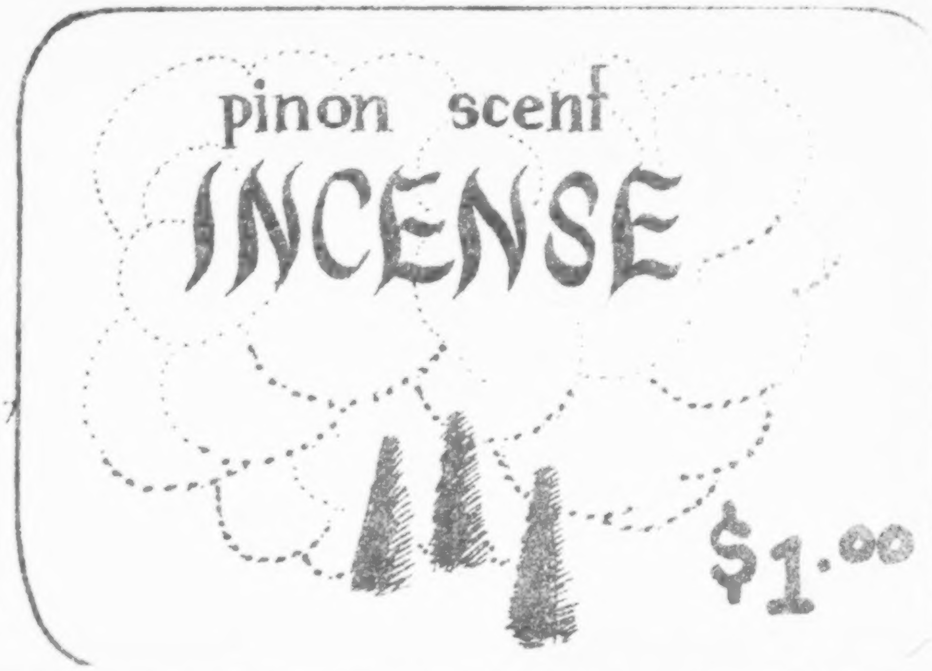

Fringed
Pendleton
SHAWL
$15.00


1
1
5
5
5
GOOD FOR FUN
10
10
10
20
20
20
20
TWENTY
20
GOOD FOR FUN ONLY


BEEF JERKY
14 oz.
$5


Round Dance Favorites
FAVORITES
DANCE
$7.00


$20.00
BEADED MOCCASINS


pinon scent
INCENSE
$1.00

TEXT OF ADVERTISING RECORDING

1. Overselling in an intimidating way.

THE SLICER-DICER

Imagine you are watching T.V. and your program is interrupted by the following commercial.

May I have your attention my good friends. I have here an item that is absolutely indispensable to your household, The Slicer-Dicer!!

As I will demonstrate, this new discovery will cut down your time in the kitchen by 1/2. The Slicer-Dicer is scientifically designed to make child's play of every kitchen job!!

It will dice, slice, grate, chop, cut, dismember and slash. Observe this onion - suppose you're going to have vegetable soup tonight, we simply turn the adjustment knob to position B, place the onion in the center, then SLASH!! Eighty-eight uniform pieces and into the pot!! No more tears as in the old-fashioned way.

Next Potatoes.....
Now watch this friends, adjust the position C, and CHOP!! Here we are! Delicious little bite size chunks of potato, ready for the pot. Just compare the time saved with your old-fashioned way of slicing and chopping, isn't it fantastic??

How can you afford to be without the "Incredible Slicer-Dicer"?

You might be wondering about the cost of this amazing Slicer-Dicer. Friends, if you call now, right now, to Madison, 403-6791, you can buy this "Slicer-Dicer" for the unbelievable low price of $29.99, twenty-nine dollars and ninety-nine cents...

Our telephone operators are waiting for your calls, you can call collect, remember the number, 403-6791 - that's 4-0-3-----6-7-9-1, "The buy of a lifetime for the greatest invention since the wheel" The Slicer-Dicer...

2. Soft-selling in an unconvincing way.

REJUVENATE-ITE

Would the following convince you to buy?

Do you have the "blahs"? Have you been tired lately? You know that feeling, when you hate to get out of the bed in the morning, that "what's the use of it all feeling"? That makes you feel older than your years?

REJUVENATE-ITE will change all that. REJUVENATE-ITE is a compound of nature's own products of soil and sea in a special formula that is pleasant tasting, good and good for you. We all want to feel better. Why endure that "low-down feeling" if you don't have to? REJUVENATE-ITE will provide your body with all the minimum daily requirements the human body is known to need for that "fit as a fiddle" feeling. So, refuse all non-organic products that claim to do what REJUVENATE-ITE can do.

Order from your nearest health food store, in Ogden it's Naturo-Way and in Salt Lake City, it's Health-a-rama. Ask for a year's supply of REJUVENATE-ITE. REJUVENATE-ITE, let the "blahs go." (slow fading of voice) Use it and turn -- back .....the........ clock....Forget......that........"run..........down.........." (Voice disappears)

3. A sincere confident appeal.

I AM A HOPI!

In the next recording it will become obvious that a product is not being sold. The speaker is persuading the listener to buy an idea.

I am a Hopi and the father of three daughters, and I hope all you other Indian parents will listen to me. I became interested in what was happening at school when my oldest daughter started in the first grade. I wanted to know who was teaching her and what she was being taught. I worried about those worn-looking tires on the school bus. I began to think about the old furnace that often fails to operate. I didn't like the idea of split sessions; my little girl gets to learn only 3 hours a day. I worried and worried some more. You know how it is when we talk these things over at supper - we all do it - we all care - but worry isn't good enough. What we need to do is talk together about these things, and then some of us can run for election in the school board and make improvements by being directly involved. Sure it will be hard work, but you know, we can do it, let's stop just worrying. If all of us "worriers" got together in our villages and communities, we might be able to do something good for our children.

4. A voice with an irritating sound.

SMART SHOPPE

After listening to the following commercial, do you think you would want to visit the Smart Shoppe?

This is Mabel Morrison down at the Smart Shoppe. We are having a gigantic fall sale beginning this afternoon and lasting till Saturday noon. Every item in the store is marked down, 10, 20, and even 50 per cent. Our lovely wedding gowns from the bridal corner are at slashed prices, too. Think ahead, ladies, to those cold winter months when you want to be toasty warm yet in the height of style. Do come in and try on our smart, one-of-a-kind hats, greatly reduced! Our darling straws are yours at an unbelievable bargain. You buy one hat at its regular price and pay only 99¢ for the second hat. Can you believe that ladies? I know you must think I'm out of my mind.....And fellows, if you're listening on your way to work, you just come right on in too. Now's a good time to hunt for that special Christmas gift for your Mrs. or sweetheart. We have some gorgeous robe and slipper sets and a fantastic array of one-of-a-kind jewelry for your selection. Our sales ladies will be delighted to show you our lovely lingerie. Don't be bashful now, fellows. Just think of the delighted expression on her face and the light in her eyes when she opens your gift from the Smart Shoppe down at 5th and E.

5. Using humor as an advertising weapon.

PALEFACE BROTHER

More and more these days, humor is being used in advertising. In the next commercial, pretend you are watching a salesman converse with an Indian medicine man, somewhere on the western plains....

Greeting, great medicine man!
I come in peace. I bring strong medicine from the white man's world to help you in your important work.

(Indian): I know we Indians have had an open-door immigration policy for a long time, but this guy's too much. I wonder if he's ever heard of General Custer.

What'd you say, o noble medicine man?

(Indian): I said,'Yes, that sounds familiar.' We've heard that message from you paleface brothers over the past 200 years. I'm delighted to see you. (humming of: "This land is your land, this land is my land...) Hmmmm....what have you got?

I have here a whole newly developed line of remedies from foot balm patent medicine to special peace-pipe tobacco.

(Indian): Let's see the foot balm bottle, hmmmmmm........ tridodexochlorophenal is a base? Hey, that's the chemical formula for camas root, and camas root used to be an old Indian foot balm remedy. And peace-pipe tobacco special blend, are you kidding? Next you'll want to sell Manhattan back to us.....

Now don't get me wrong, powerful healer, just give me a chance. Look at this, aren't these beautiful? Genuine beaded, made in Japan, plains-type Indian anti-evil spirit rattles, cheaper than your women can make them. (rattle sound) ...I'll let you have a gross for six beaver skins...

(Indian): Hey, those aren't bad, we might be able to unload some on the summer tourists. But we don't use them anymore, and I haven't seen a beaver around for 10 years.

What do you mean you don't use anti-evil spirit beaded rattles anymore and you haven't seen a beaver in 10 years? You mean I came all the way out here for nothing? Well, listen, I'm beginning to have this tight throbbing feeling at the base of my hairline, mighty medicine man, you wouldn't have any medicine that would make my head feel better would you?

(Indian): Hmmm...sounds to me like you've got Excedrin Headache #32, tell you what I'm gonna do!!! I have a giant-size bottle in my medicine man chest, I'll let you have for $1.98 -- now, how about those rattles?

ACTIVITY FIVE

At the end of the activity, students should be able to:

1. recognize processes that work to persuade the individual to buy,

2. perceive when the advertiser is using a "gimmick" to sell a shoddy product.

Narrative

The teacher prepared for the class by positioning the slide projector and screen, and putting the slides in order. He prefaced the slide show by reviewing some of the techniques which had come to light in the previous lesson. The class discussed some of the ads they had seen the night before. The teacher informed the class that the slides he was about to show were advertisements taken from various newspapers and magazines. As he flashed each slide, he wanted them to consider these points:

a. The objective of the advertiser; what he was trying to make the reader believe.

b. What aspects of the advertisement were especially appealing--color, people, wording, statistics.

c. Might this ad persuade you to buy the product? Why or why not?

The teacher projected the slides in the following order. He expected comments in answer to the above points, and elicited these analyses of the pictures:

1. Hamburger--sensory appeal; appeal to authority (Parents' magazine testifies); statistics--(100% beef); plainfolk (your kind of place).

2. GE TV--testimonial; opinion.

3. Nurse--testimonial; glittering generality (number 1); opinion (2 shades whiter, whiter than another leading polish).

4. Elite laundry--plainfolk (employee Rena Irving).

5. Del Monte--sensory; glittering generality; opinion.

6. Zales--romanticism; transfer (pretty girl who foresees love--buy a diamond and be predestined for love as she is); slogan (we're nothing without your love).

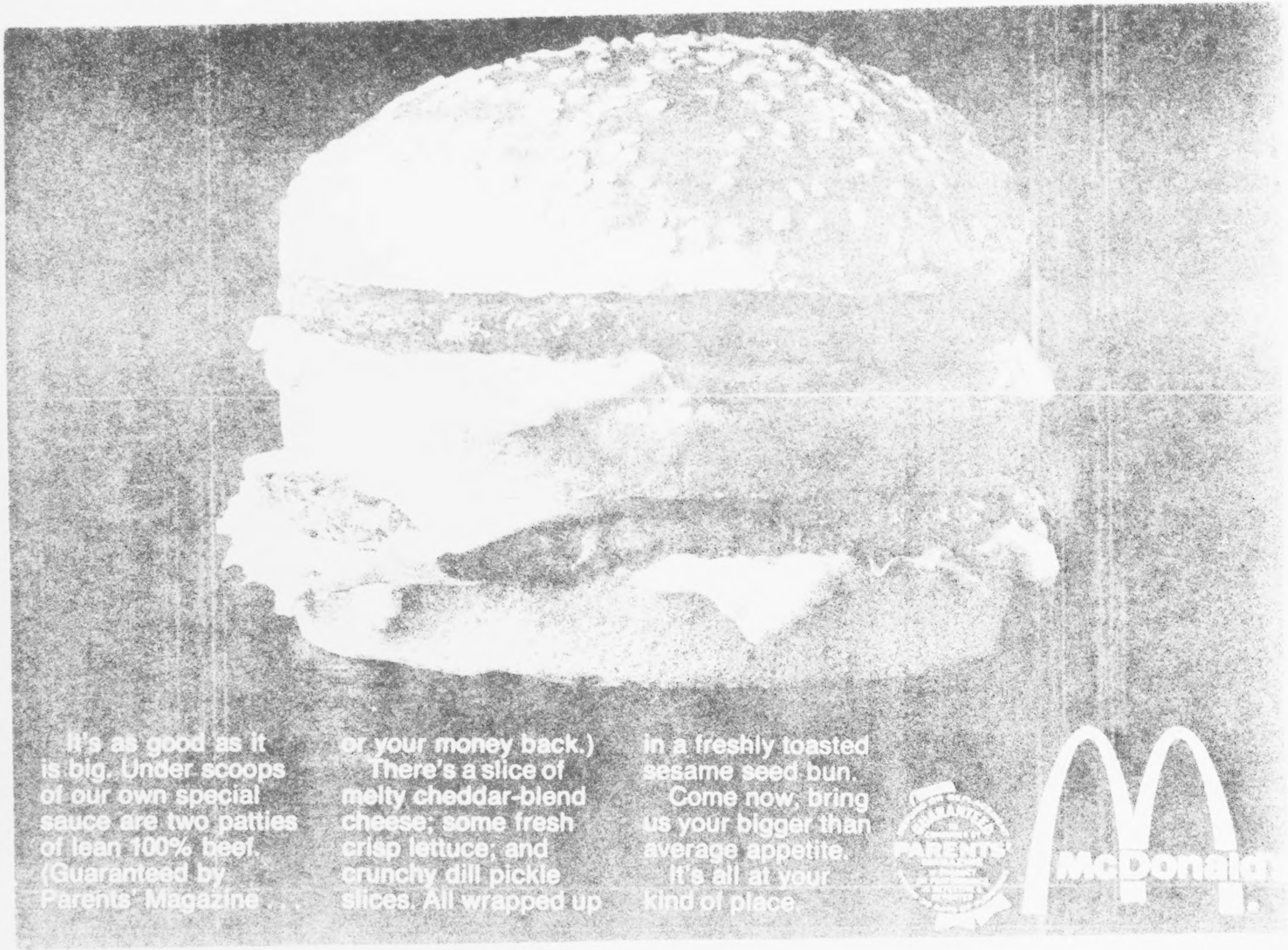
7. Buick--slogan (wouldn't you really rather have...); transfer (car associated with tradition and, therefore, worthy of admiration, respect, faith).

8. School Board--glittering generality (quality education); cardstacking (no other information).

9. Pictures--statistics (since 1939--carries appeal because it is old); glittering generality (best); fact or opinion (best, newest).

10. Dodge--romanticism (Charger calls to mind the speed and strength of knights); cardstacking (lower price than what?); design of ad draws your eye away from important fine print to price $3001.00 which seems low because 1 is a low number and here is where your eye is attracted.

A field-trip to a radio station was a valuable and interesting activity at this point.



It's as good as it is big. Under scoops of our own special sauce are two patties of lean 100% beef. (Guaranteed by Parents' Magazine . . . or your money back.)

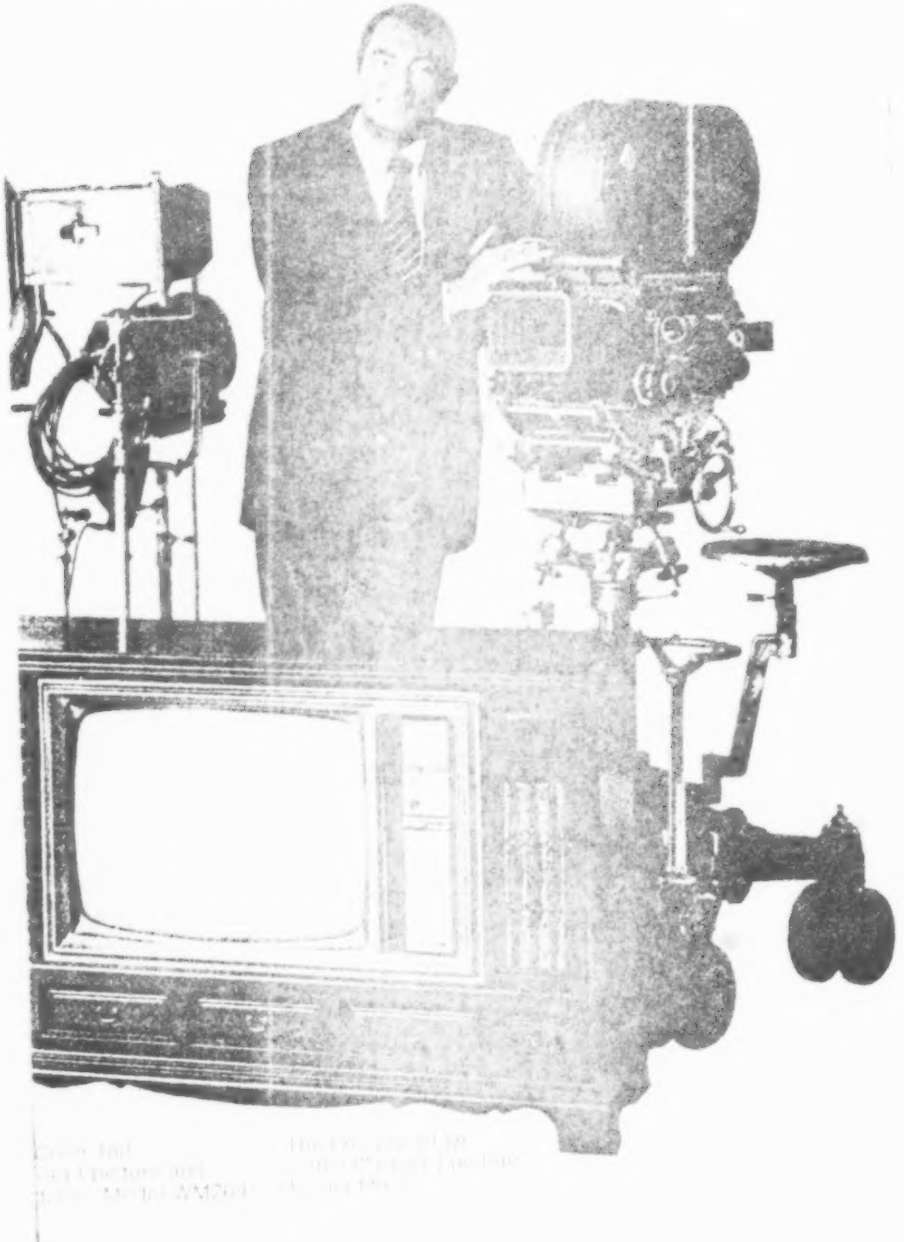
There's a slice of melty cheddar-blend cheese; some fresh crisp lettuce; and crunchy dill pickle slices. All wrapped up in a freshly toasted sesame seed bun.

Come now, bring us your bigger than average appetite.

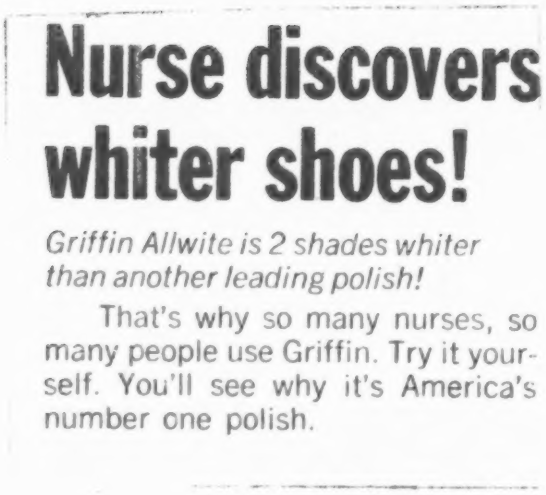
It's all at your kind of place.

"I've seen a special closed circuit telecast of scenes from 'The Undefeated,' and in my opinion, GE TV color is comparable to the color you'll see in a movie theater. Compare it yourself."

Andrew V. McLaglen, Director [illegible] 20th Century Fox production 'The Undefeated,' starring John Wayne, appears [illegible]



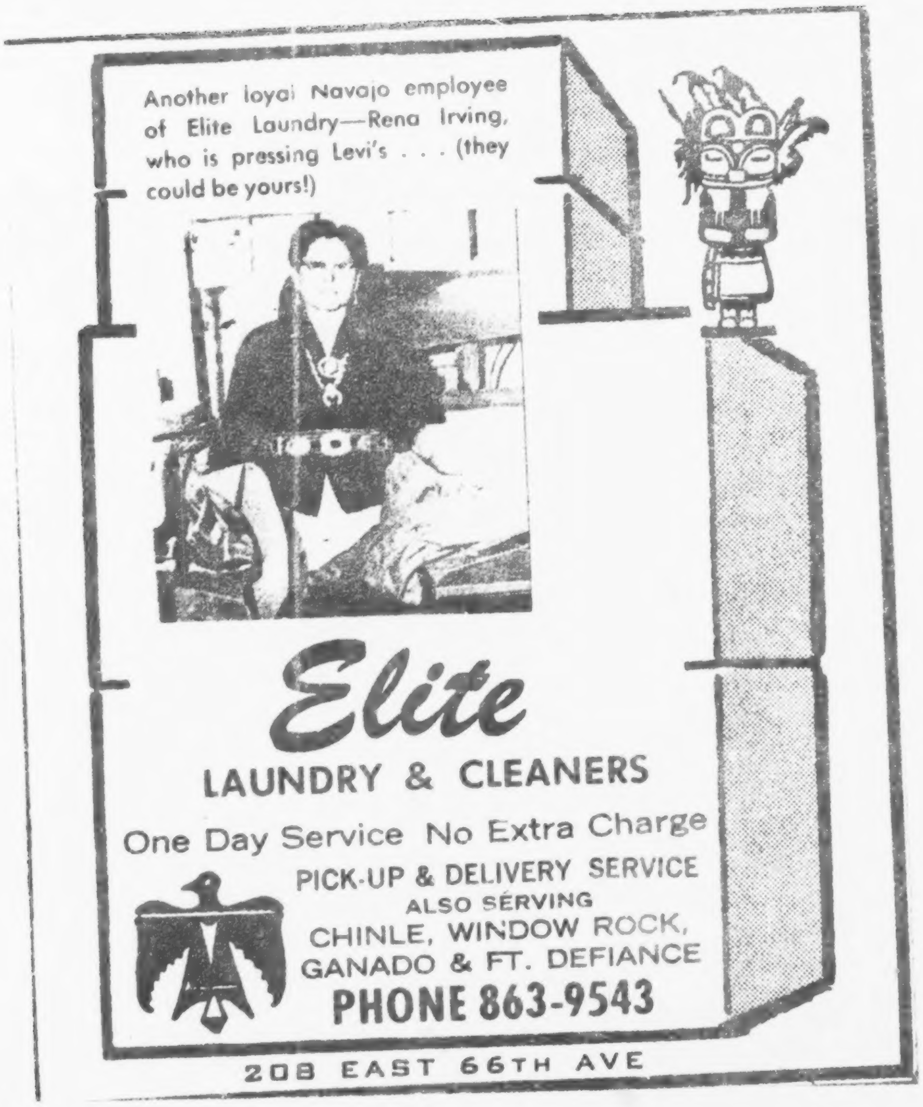
[illegible]



Nurse discovers whiter shoes!

Griffin Allwite is 2 shades whiter than another leading polish!

That's why so many nurses, so many people use Griffin. Try it yourself. You'll see why it's America's number one polish.



Another loyal Navajo employee of Elite Laundry—Rena Irving, who is pressing Levi's . . . (they could be yours!)

Elite

LAUNDRY & CLEANERS

One Day Service No Extra Charge

PICK-UP & DELIVERY SERVICE
ALSO SERVING
CHINLE, WINDOW ROCK,
GANADO & FT. DEFIANCE
PHONE 863-9543

208 EAST 66TH AVE

The best-selling fruit cocktail in the world.

Del Monte
BRAND
QUALITY
FRUIT COCKTAIL
IN HEAVY SYRUP

One of 174 success stories.

16MM FEATURE FILMS

THE BEST, THE NEWEST

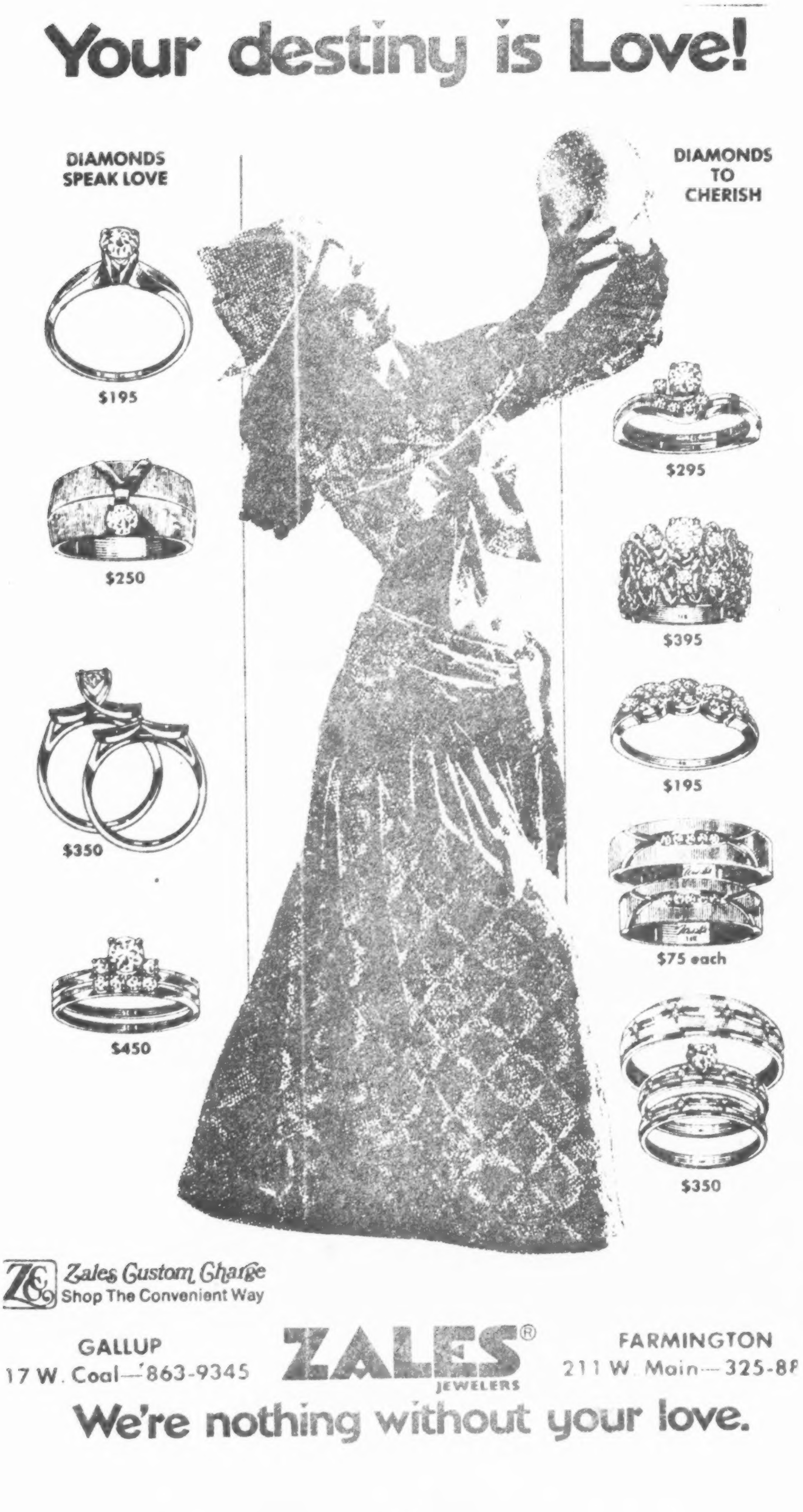
for your village movie shows
write DICK NORMAN

at

PICTURES, INC.

811 8th Ave., Anchorage

—Serving Alaska Since 1939—



Your destiny is Love!

DIAMONDS SPEAK LOVE

$195

$250

$350

$450

DIAMONDS TO CHERISH

$295

$395

$195

$75 each

$350

Zales Custom Charge
Shop The Convenient Way

GALLUP
17 W. Coal—863-9345

ZALES®
JEWELERS

FARMINGTON
211 W. Main—325-8

We're nothing without your love.

FOR 1970
DODGE INTRODUCES
A NEW MODEL CHARGER
AT A NEW LOWER PRICE

$3001.

MANUFACTURER'S SUGGESTED RETAIL PRICE FOR THE CAR. PRICE DOES NOT INCLUDE TRANSPORTATION CHARGES, STATE OR LOCAL TAXES. CALIFORNIA RESIDENTS, NOTE: ADD $37.50 FOR EVAPORATION CONTROL SYSTEM NOW REQUIRED BY STATE LAW.

We build cars to be something to believe in.
They always have been.
They always will be.

Now, wouldn't you really rather have a

1970 Buick

Quality Education
JACK TOWNSHEND
Candidate
For School Board
SEAT F

ACTIVITY SIX

At the end of the activity, students should be able to:

1. relate their long or unfinished lists with the idea that society has unlimited wants,

2. recognize the influence of both advertising and value systems on their wants,

3. relate the objects they were selecting with the idea of a good--something produced and sold,

4. demonstrate their roles as consumers by simulating purchases for a family to use.

Narrative

Once again, the students made purchases from the catalog. This time, however, they used guidelines delivered in courier envelopes from the Tribal Council. The teacher read a letter to the class that was signed by the Tribal Chairman on tribal stationery, (see example).

In the letter, the Tribal Chairman told the students that he had an important task for them. He explained that sometimes in the past when emergencies had arisen, much time had been lost because, in some cases, people were unprepared to handle the situation. He wanted this class to become trained to deal wisely with emergencies. He told them that the situation that they were about to solve was imaginary, but likely, and that he wanted the students to deal with it exactly as if it were real. He wanted to see the skills and information the students would gain made available to the tribe for later and foreseeable real situations. The message from a real tribal member provided important motivation for the students by enabling them to see the tribal relevance of what they were learning.

A memorandum (#1) in the courier envelope told this story:

A family from the village had just lost their home and all its contents in a fire. The family consisted of a father (6'1", 170 lbs.), a mother (5'5", 135 lbs.), a son fifteen years old (5'8", 145 lbs.), a daughter thirteen (5'3", 100 lbs.), and a baby escaped without harm, but with only the clothes they were wearing at the time. The Tribal Council had just finished voting to give this family one of the five new tribally constructed houses at $49.00 per month rent. The house, whose floor plan was included in the courier envelope, was not furnished with anything except a kitchen sink, nor did the family have any savings. Tribal Council wanted to provide this family with what they would need to start their household again, although they did not know yet the amount of funds that would be available. To save time, however, they wanted a preliminary list compiled.

After the teacher read the letter from the the Tribal Chairman, he gave the students the courier envelopes that contained a letter, the floor plan, and a form for listing goods and their catalog page numbers. The teacher asked the students how they would go about selecting the clothing, bedding, dishes, furniture, and other items they felt this family would need. The teacher suggested the students work in six committees of three to five students each. He also suggested that the class divide the goods into three categories, enabling each category to be handled by two committees. Three suggested classifications were (1) clothing and bedding, (2) kitchen equipment--dishes and appliances, and (3) furniture and other equipment.

The committee members then worked together to "purchase" goods for their family. The teacher did not tell the students that there was a time limit, but he stopped them after 45 minutes. At this point, the teacher asked if the committees were finished making their lists. He asked how much time they would need if they were to select as many items as necessary to provide all possible household necessities and comfort. Most students felt that they would need a great deal of time to fulfill all possible needs. This led to a discussion of unlimited wants for the individual and for society. In this discussion the teacher asked some of the following questions:

> Do you find it impossible to list all the needs and wants you would ever have?
>
> What does "unlimited" or "infinite" mean?
>
> Do you find it impossible to list all the needs and wants a family would ever have?
>
> Would you find it impossible to list all the needs and wants a tribe would ever have? a country? a world?
>
> What would be the result if everyone in the world tried to list all possible needs and wants?

As this discussion came to a close the teacher explained that unlimited wants is a term used in economics to refer to the idea that society's needs and desires are infinite. At this point the teacher reminded the class of the previous unit on advertising and asked the students the following questions:

> Can desires be created? Are some wants artificial? What is the difference between wants and needs?
>
> How are wants and needs related to value systems?
>
> What is there in the value systems of some people peoples that is against buying nonessential goods?

The teacher then chose to introduce two other economic terms at this point, the consumer as someone who buys and uses goods, which are anything produced and sold. These terms he introduced in another discussion initiated by the following questions:

> Where did the items you "purchased" come from? (The catalog.)
>
> Where are these items produced? (Ward's factories and suppliers. Many "big-name" producers manufacture items for Ward's brand name.)
>
> What is a good? (An item produced and sold.)
>
> Are the things you bought goods? (Yes.)
>
> What will the family do with the goods you "purchased" for them?

In answer to this last question, the students said, "wear clothing, sleep in beds, eat off the dishes, etc." The teacher pointed out that these were all uses. He explained that to use something in economics is to consume it because eventually it will be used up or worn out. Even more important in an economic sense, it has been taken off the market, removed from inventory. It is no longer an economic good to be sold; thus, someone who buys something to use rather than to sell is a consumer.

The students were instructed to record these definitions on their work sheets. In the lessons that followed, the teacher continued to use the economic vocabulary that had been introduced, as well as to introduce new vocabulary.

At the end of the lesson the students were instructed to "send" the preliminary lists, in the courier envelopes, to the Tribal Council by putting their names as sender and the Tribal Secretary's name as receiver on the outside of the envelope. These envelopes were then returned to the teacher, who filled them with the materials for the next activity.

Dear Students of _______________:

Recently you began to study Economics: The Science of Survival. The skills you can learn studying practical economics are very important. They will be useful to you both as individuals and as members of communities in which you must help others.

The __________________ Tribal Council believes that students should learn to solve important problems. During the next two weeks I am going to ask you to solve a problem for the Tribal Council. The problem is an imaginary one, but it is very much like the real problems that the Tribal Council has to deal with from time to time.

Imagine that a family of five has lost their own home and all their possessions because of a fire. They are neighbors of yours. They will be moving to a new house, constructed with Tribal funds. Your task will be to choose all the clothing and household furnishings for this family, by selecting appropriate items from the catalogs you are learning to use.

The only information I can give you today is a description of the family and the house. I will give you further information from time to time, about what the family has decided it needs and wants, and about how much money the Tribal Council can make available to you to spend. This is just the way it would really happen.

Now your teacher will give you the information you need to begin to solve this problem. I will look forward to hearing from your teacher how successfully you have worked to solve the problem I have set for you.

Good Luck!

Tribal Council Chairman

(This letter is to be read by the teacher to the class and then posted. It should be actually signed by the Tribal Council Chairman or Treasurer if at all possible!)

This unit of that study deals with you as buyers, as consumers, and how you decide what to buy. That is, how you "allocate your resources," your money.

MEMORANDUM #1

TO: The Students DATE:

FROM: The Tribal Council

This memorandum is to give you the details about the family that the Tribal Chairman told you about in his letter. Their name is ______________. They recently lost their home and all of its contents in a fire. The father is 6'1" and weighs 170 lbs. The mother is 5'5" and weight 135 lbs. The son is fifteen years old, 5'8", and weighs 145 lbs. The daughter is thirteen, 5'3", and weighs 100 lbs., and the baby is 15 months old.

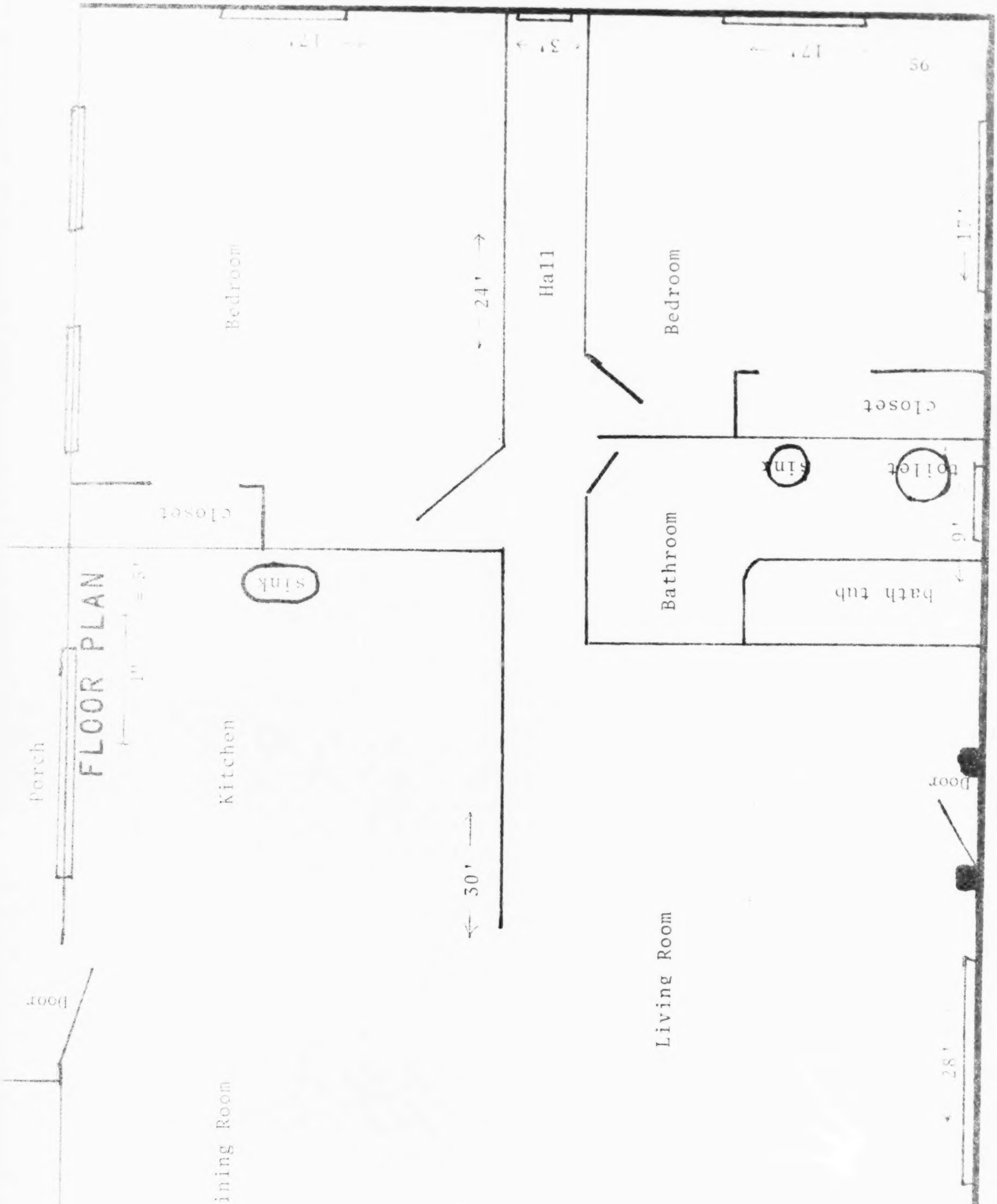
The Tribal Council has voted to give this family one of the five new tribally constructed houses at $49.00 per month rent. The house, the floor plan of which is enclosed, is not furnished with anything except a kitchen sink.

Although the Tribal Council does not know yet the amount of funds that will be available to help this family start their household again, to save time, we would like the class to compile a preliminary list of items for re-equipping this household.

If you need additional information about the ____________, please send us a memo.

The Council takes this opportunity to thank you for your time and efforts.

(This memorandum is distributed one copy to each student.)


FLOOR PLAN
1" = 5'
Porch
Bedroom
Hall
Bedroom
closet
closet
sink
Kitchen
Dining Room
Living Room
Bathroom
sink
toilet
bath tub
Door
Door
Window
Window
12'
3'
12'
17'
24'
30'
37'
28'
9'
56

ACTIVITY SEVEN

At the end of the activity, students should be able to:

1. rank the goods according to economic priorities or degree of need,

2. justify the order of priorities with the concept of utility, the amount of functional or psychological satisfaction a good gives the owner.

Narrative

The teacher returned the envelopes "from" the Tribal Council with a list and letter inside explaining that the family had sent a checklist of things they needed. Instructions to the students requested that they check their list against the family's list. The students were to add to their own list any important things that they themselves had forgotten. The teacher instructed the student to entitle the remaining blank column on their order forms "priorities," which he demonstrated with a transparency. The teacher explained that "priorities" means the order in which the goods are needed and wanted. How does one rank things one wants? One decides the order in which one buys goods according to how much one needs or wants the goods, or in other words, the amount of utility or satisfaction the good will give. At this point the students were reminded of Activity Three, in which the concept of utility was introduced. The students were then asked to number the items on their lists according to economic priorities.

Examining the family's list prompted a good deal of discussion from the students. They were concerned with finding essential items for the household and decided that a piano did not fit this category.

Name______________ Date__________ Class________

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price	Utility			Priority
					Practical	Enjoyable	Prac. and Enjoy.	
Totals								

Personal Notes:

MEMORANDUM #2

TO: The Students DATE:

FROM: The Tribal Council

Enclosed find a checklist of clothing and equipment that the family has made. The Tribal Council requests that you compare your own list with the list provided by the family. Add to your own list any items from the family's list that you consider important.

Furthermore, please number the items on your list according to economic priorities. We would like you to think carefully about this order, as the family will receive the materials that you designate as most important.

List of the Family's Needs As Compiled by the Family

8 bath towels
8 hand towels
8 wash cloths
4 kitchen towels
pots
pans
plates
cups and saucers
silverware
cooking utensils
bowls
1 double bedspread
2 double top sheets
2 double bottom sheets
2 twin bedspreads
4 twin top sheets
4 twin bottom sheets
4 crib bottom sheets
8 blankets
2 crib blankets
4 pillows
8 pillow cases

color television
radio
sofa
easy-chair
coffee table
piano
dining room table
8 chairs
double bed and mattress
2 twin beds and mattresses
crib and mattress
bassinette
stove
refrigerator
electric mixer
4 rugs
carpet sweeper
broom
lawnmower
hammer
screwdriver

dresses
skirts
blouses
pants
shirts
coats

jackets
shoes
socks
underwear
diapers
baby clothes

ACTIVITY EIGHT

At the end of the activity, the students should be able to:

1. read sizing charts,
2. compute tax and postage,
3. fill out order blanks.

Narrative

When the students received their courier envelopes this day, they found a list of goods, an order form, and a *Memorandum* (#3) letter explained that money was not yet available, but when it was, the Tribal Council hoped that no time would be lost in filling out forms. They wanted the students, therefore, to make sure they understand all that is involved in ordering these goods.

Before starting this exercise, the students read aloud the instructions for the charts in the catalog. The teacher asked those students who were generally not very verbal in class to read in order to give them a chance to speak without having to worry about preparing what they were going to say. Since the students would be totaling weights, the teacher reminded them how to add pounds and ounces by putting an example on the board.

$$\begin{array}{r} 5\text{ lbs. } 9\text{ oz.} \\ 2\text{ lbs. } 4\text{ oz.} \\ \underline{12\text{ lbs. } 11\text{ oz.}} \\ 17\text{ lbs. } 24\text{ oz.} \end{array} \qquad \begin{array}{rl} & 1 \\ 16 & \overline{)24}\text{ oz.} \\ & \underline{16} \\ & 8 \end{array} = \begin{array}{l} 1\text{ lb. } 8\text{ oz.} \\ \underline{+17\text{ lbs.}} \\ 18\text{ lbs. } 8\text{ oz.} \end{array}$$

He wrote on the board that sixteen ounces make one pound and explained that when the ounce total is more than 16 it should be changed to pounds and ounces.

The list of goods included a description of where these goods were to be found. The students filled in the order blank with the order number, quantity, size, color, price and weight. Next they computed totals, tax, and postage.

The students were given a completed form at the end of the exercise so that they could correct their own forms. The students were allowed to work on the forms until they were done correctly.

MEMORANDUM #3

TO: The Students

DATE:

FROM: The Tribal Council

Business regarding the family whose home burned down is progressing. To date, however, the Tribal Council has not decided how much money can be spent. Nevertheless, the Tribal Council hopes that when the time comes, you will be familiar with these forms, so no time will be lost.

For this reason, we would like you to fill out the sample order blank enclosed with this letter.

Here are the items we would like you to order:

1 blue rug 43" x 67"

1 sewing machine with carrying case

2 lined men's rider's jackets, size 38

1 man's sweater, size 36

1 drum set

1 black leather (simulated) chair

or the closest things you can find in your catalog

SEND TO: **MONTGOMERY WARD, DENVER, COLO. 80217**

MONTGOMERY WARD ORDER BLANK & CORRECTION-OF-ADDRESS NOTICE*

**If Wards does not have your CORRECT current address, please fill-in # 1 and # 2 below, and mail to Wards.* Date

WHEN ORDERING FASHIONS...

For fastest service, use special Fashions order blank and envelope enclosed in Wards General Catalog. Fashions are items that have a *SINGLE*-NUMBER 2, 3, 4, 5, 6 or 9 at the left of the "A," "B" or "C" that directly precedes the item's catalog number. They will be shipped to you direct from Wards Fashion House in Chicago. (You pay postage only from our nearest Catalog House.)

METHOD OF PAYMENT

☐ PLEASE OPEN AN ACCOUNT. I am submitting a completed application form, as shown on page 1431.

☐ ADD TO MY CHARG-ALL ACCOUNT.
My account number is

Wards store or Catalog House where your account is carried

☐ CASH (check or money order enclosed)

☐ SPECIAL INSTRUCTIONS

Please add this order to my account marked above. This purchase is made at a time sale price, consisting of the cash price and a finance charge and is subject to the terms and conditions of my Credit agreement with you.

SIGNATURE (Sign full name as shown on your account)

PLEASE PRINT ALL INFORMATION

#1. My correct NAME, ADDRESS

Name Your Name
(first name) (middle name) (last name)
Address Your Address
City (or post office) State
Route Box ZIP code

PLEASE DO NOT WRITE IN THIS SPACE

#2. MY PREVIOUS ADDRESS

(Fill-in only if Wards does not have your correct current address.)

Address
City State
Route Box ZIP code

SHIP TO ANOTHER ADDRESS

Name
Address
City State
Route Box ZIP code

GIVE COMPLETE CATALOG NUMBER. Do you have a credit account? It's the easiest way to shop. Check box above.	HOW MANY	ITEM	COLOR NUMBER	SIZE	PRICE EACH	TOTAL PRICE		SHIP. WT. (Fill in for cash orders only) LBS.	OZ.
L72C1565 L	1	rug	73MW	43x67	$23.99	$23	99	l6	
82 C 2243 MM	l	sewing machine			l49.95	l49	95	52	
7 42 C 776	2	rider's jacket		38	6.89	l3	58	4	l2
2 3 C 4201	l	sweater		36	l0.97	l0	97		l0
L62C8600R	l	drum set	71		249.95	249	95	50	
66 C 43648 R	l	chair			69.95	69	95	42	

TAX INFORMATION

Taxes are subject to change by State and/or City Governments: Nebraska, Oklahoma: Add 2% to amount of order. Arizona, Colorado, Idaho, Kansas, Wyoming: Add 3%. New Mexico, South Dakota: Add 4%. Utah (State and Local): Add 4½%.

FILL IN FOR CASH ORDERS ONLY

				Total lbs.	Total oz.
TOTAL FOR GOODS		518	39		
TAX (see at left)		20	74		
POSTAGE		11	30	l64	22
Owed on previous cash orders				Total wt. in lbs.	
CASH PRICE		550	43	l66	
AMOUNT ENCLOSED	Check, Money Order			16 oz = 1 lb. count any remaining oz as a full lb.	
	Wards Refund Drafts				

ON C.O.D. ORDERS We add a 50¢ service charge

HOW WE SHIP... Depend on Wards to ship non-mailable items the best way. If you have a preference, please write it here→

REFUNDS by Montgomery Ward are usually made by draft. If a draft is not presented for payment within two years from the date of issue, a service charge thereafter of $1 per year (but not more than the face value of the draft) will be deducted.

1427

Here's how to estimate postage on your order

Add up the weight of your order in lbs. and ozs. Convert ozs. to lbs. (16 oz. is 1 lb. Total weight into lbs. (Count any odd ozs. as 1 lb.) Locate your parcel post zone on table at right. Refer to parcel post rate table below. Find weight of order. Look across to the figure on the same line in the column under postal zone; this is the estimated postage cost. (**Wards will return every cent not used** to pay actual postage.)

Items weighing less than 10 lbs. which measure more than 84 inches in length and girth combined, take the 10-lb. postage rate.

Fashion orders—are sent from Chicago. You pay postage only from your Wards address on front of catalog. Figure postage on fashion items separately from other items ordered at the same time (see page 1422).

Add ZIP to your mail! . . . always use ZIP code

To find your postal zone from Denver, compare the first 3 numbers of your zip code with numbers listed for your State. For example—if you live in Durango, Colo. and your zip code is 81301, the first three (3) numbers *813* determine your parcel post zone. By referring to the chart below for Colorado, you will find *813* is zone 3.

Parcel Post Rate Table

SHIPPING WEIGHT (16 oz. equal 1 lb.)	In city where Catalog House is located	Zones 1 & 2	Zone 3	Zone 4	Zone 5
Up to but not including 16 oz.	5c for the first 2 ounces and 2c for each additional ounce.				
16 oz. to 2 lbs.	50c	60c	60c	65c	70c
2 lbs. 1 oz. to 3 lbs.	50c	65c	70c	75c	85c
3 lbs. 1 oz. to 4 lbs.	55c	70c	75c	85c	95c
4 lbs. 1 oz. to 5 lbs.	55c	75c	80c	90c	$1.05
5 lbs. 1 oz. to 6 lbs.	55c	80c	90c	$1.00	1.15
6 lbs. 1 oz. to 7 lbs.	60c	90c	95c	1.10	1.30
7 lbs. 1 oz. to 8 lbs.	60c	95c	$1.00	1.15	1.40
8 lbs. 1 oz. to 9 lbs.	65c	$1.00	1.05	1.25	1.50
9 lbs. 1 oz. to 10 lbs.	65c	1.05	1.15	1.35	1.65
10 lbs. 1 oz. to 11 lbs.	65c	1.10	1.20	1.40	1.75
11 lbs. 1 oz. to 12 lbs.	70c	1.15	1.25	1.50	1.85
12 lbs. 1 oz. to 13 lbs.	70c	1.20	1.35	1.55	1.95
13 lbs. 1 oz. to 14 lbs.	75c	1.25	1.40	1.65	2.05
14 lbs. 1 oz. to 15 lbs.	75c	1.30	1.45	1.75	2.15
15 lbs. 1 oz. to 16 lbs.	75c	1.35	1.55	1.80	2.25
16 lbs. 1 oz. to 17 lbs.	80c	1.40	1.60	1.90	2.35
17 lbs. 1 oz. to 18 lbs.	80c	1.45	1.65	1.95	2.45
18 lbs. 1 oz. to 19 lbs.	85c	1.50	1.75	2.05	2.55
19 lbs. 1 oz. to 20 lbs.	85c	1.55	1.80	2.10	2.65
20 lbs. 1 oz. to 21 lbs.	85c	$1.60	$1.85	$2.15	$2.75
21 lbs. 1 oz. to 22 lbs.	90c	1.65	1.90	2.25	2.80
22 lbs. 1 oz. to 23 lbs.	90c	1.70	1.95	2.30	2.90
23 lbs. 1 oz. to 24 lbs.	95c	1.75	2.00	2.35	3.00
24 lbs. 1 oz. to 25 lbs.	95c	1.75	2.05	2.45	3.05
25 lbs. 1 oz. to 26 lbs.	95c	1.80	2.05	2.50	3.15
26 lbs. 1 oz. to 27 lbs.	$1.00	1.85	2.10	2.55	3.25
27 lbs. 1 oz. to 28 lbs.	1.00	1.90	2.15	2.60	3.35
28 lbs. 1 oz. to 29 lbs.	1.05	1.90	2.20	2.70	3.40
29 lbs. 1 oz. to 30 lbs.	1.05	1.95	2.25	2.75	3.50
30 lbs. 1 oz. to 31 lbs.	1.05	2.00	2.30	2.80	3.60
31 lbs. 1 oz. to 32 lbs.	1.10	2.05	2.35	2.90	3.65
32 lbs. 1 oz. to 33 lbs.	1.10	2.10	2.40	2.95	3.75
33 lbs. 1 oz. to 34 lbs.	1.15	2.10	2.45	3.00	3.85
34 lbs. 1 oz. to 35 lbs.	1.15	2.15	2.50	3.05	3.95
40 lbs.	1.25	2.35	2.75	3.40	4.35
45 lbs.	1.35	2.55	2.95	3.70	4.80
50 lbs.	1.45	2.75	3.20	4.05	5.20
55 lbs.	1.55	2.90	3.45	4.35	5.65
60 lbs.	1.65	3.05	3.65	4.65	6.05
65 lbs.	1.75	3.20	3.90	5.00	6.45
70 lbs.	1.85	3.40	4.15	5.30	6.85

Parcel post rates subject to change by U.S. Postoffice Department

Parcel Post Zone Table

COLORADO

Zip codes beginning	Zone
802	Local
811, 813, 814, 815	3
All other	1 & 2

KANSAS
All Zone 3

NEW MEXICO

Zip codes beginning	Zone
874, 875, 877, 884	3
All other	4

ARIZONA
All Zone 4

UTAH
All Zone 4

IDAHO
All Zone 4

WYOMING

Zip codes beginning	Zone
820	1 & 2
824, 828	4
All other	3

NEBRASKA

Zip codes beginning	Zone
687, 688	4
All other	3

SOUTH DAKOTA
All Zone 4

MONTANA
All Zone 4

OKLAHOMA
All Zone 3

Amount	Postal Money Order Fees	Parcel Post C.O.D. Fees	Wards C.O.D. Service Charge
Up to $10.00	25c	60c	50c
$10.01 to 25.00	35c	70c	50c
25.01 to 50.00	35c	80c	50c
50.01 to 100.00	40c	90c	50c

Refer to postal money order and C.O.D. fee table at left: Wards adds a 50-cent service charge on C.O.D. orders. For amounts over $100, purchase additional money orders at rates shown in table at left. Postal money orders can be purchased at any postoffice or through your carrier on rural routes. On parcel post C.O.D. shipments, the delivering postoffice collects total amount for goods, shipping charges and tax (if any), postal money order and C.O.D. fees, and Wards service charge.

Freight-Truck-Express table for estimating shipping charges

Catalog numbers ending with letters "R" or "F" are not mailable. Catalog numbers ending with the letter "A" are not mailable to all postoffices (see page 1425 of Wards Big Fall 1969 General Catalog).

If you have a credit account with Wards, it is not necessary for you to calculate shipping charges on your order; we'll add these to your account.

With a cash order you may include shipping charges, estimated from the table at right—or, call a local truck line to get actual charges. Wards will refund every cent not used to pay actual shipping charges. Freight companies' charges are under government regulations and are identical for all shippers. No company can offer lower shipping charges. On C.O.D. orders, Wards adds a 50-cent service charge.

We suggest that you "leave it to Wards" to specify the most convenient and economical routing.

Estimated charges shown apply to most items listed in our catalog. On certain large orders of building material, fencing, plumbing supplies and similar items, charges are generally lower than those shown in the tables. Charges are higher on large bulky items such as boats or furniture. Contact a local trucking company or REA Express agent for actual charges on large shipments of such items; or write us.

If you are near a Wards store, there may be a substantial freight savings if you take delivery at the store. If this is desired, specify on the order, "Deliver to Wards store at (*location*) for Will Call," or contact the store and they will place your order.

Shipping Weight of Order	100 Miles	200 Miles	350 Miles	600 Miles	900 Miles
1 to 5 lbs.	$4.00	$4.00	$4.81	$5.65	$7.16
6 to 25 lbs.	4.00	4.00	4.81	5.65	7.16
26 to 75 lbs.	4.00	4.00	4.81	5.65	7.16
76 to 100 lbs.	4.00	4.20	4.81	5.65	7.16
101 to 150 lbs.	4.00	4.57	7.21	8.47	10.74
151 to 200 lbs.	4.20	6.09	9.62	11.30	14.32
201 to 250 lbs.	4.67	7.61	12.02	14.12	17.90
251 to 300 lbs.	5.48	9.13	14.43	16.95	21.48
301 to 400 lbs.	7.53	12.18	19.24	22.60	28.64
401 to 500 lbs.	9.35	15.23	24.05	28.25	35.81
501 to 600 lbs.	11.21	18.27	28.85	33.89	42.97
601 to 700 lbs.	13.08	21.32	33.66	39.54	50.13
701 to 800 lbs.	14.95	24.36	38.47	45.19	57.29
The least amount a trucking company will charge into Kansas & Nebraska is $8.19					
From **DENVER** Cities to right are within the mileages shown in the heading directly above.	Limon, Colo. Longmont, Colo. Loveland, Colo. Idaho Springs, Colo. Greeley, Colo. Colorado Springs, Colo.	Cheyenne, Wyo. Canon City, Colo. Burlington, Colo. Steamboat Springs, Colo. Torrington, Wyo. Goodland, Kan.	Benkelman, Nebr. Boise City, Okla. Chadron, Nebr. Casper, Wyo. Colby, Kansas Vernal, Utah	Cody, Wyo. Red Lodge, Mont. Rapid City, S.D. Richfield, Utah Truth or Consequences, New Mexico Worland, Wyo.	Big Timber, Mont. Bozeman, Mont. Cedar City, Utah Kingman, Ariz. St. George, Utah Winslow, Ariz.

Estimated charges based on public carrier tariffs and subject to change without notice

ACTIVITY NINE

At the end of the activity, students should be able to:

1. demonstrate an awareness of scarcity and limited resources by cutting down their previous list,

2. demonstrate an awareness that the goods they chose have both a money price and a real price, the real price (or opportunity cost) being the real goods, time, pleasure, etc., that were sacrificed or "spent" to acquire their high-priority choices.

Narrative

Once again the students received instructions from the Tribal Council. The packets included a memorandum (#4) explaining that funds were now available. The Council had decided to allocate $500.00 for each of the three categories of goods.

The students were told to price the purchases on their list and re-examine their list in the context of this new information. The students discovered that the money was not as much as they had expected, and that they would have to limit their list. The teacher suggested that the students refer to their priority numbering in choosing to eliminate goods. When this had been accomplished, the class discussed the applicability of this exercise to real life;

whether people were limited by some means as to how much they could have. Some of the questions that initiated the discussion were as follows:

> What are resources? Resources such as money are those things which are used to help obtain goods.
>
> What are natural resources? Things found in the earth--oil, coal, fertile soil, timber. Are they limitless? Can they be used up?
>
> What are human resources? Labor, ideas.
>
> What does it mean that resources are limited?
>
> What does it mean that resources are unlimited?
>
> What is scarcity?
>
> Since one's resources are limited and one's needs and wants are greater than the available resources, how are the resources used?
>
> What does it mean to allocate?

They then discussed what criteria they used for selecting and eliminating goods. Once again, the concepts of utility and priority were discussed. The teacher asked the students what things they had to give up to keep the final goods they had chosen. He pointed out that what they had given up was the price in real rather than monetary terms of those goods they had kept. He also explained that the idea of things foregone (opportunity cost) was wider than the usage they had just experienced. He asked the students what they would have to give up to go to college. They would have to give up the opportunity to work immediately after school and earn money. But what would they give up if they worked immediately after high school? They would forego further education and higher income later on.

MEMORANDUM #4

TO: The Students

FROM: The Tribal Council

The Tribal Council has decided to allocate the following funds to the family whose home was damaged by fire for the purpose of re-equipping the household:

$500 for clothing and bedding
$500 for kitchen appliances and dishes
$500 for furniture and other equipment

We encourage you to re-examine your preliminary list in light of this new information, and to determine whether you will have enough money to purchase what you originally intended. If there is not enough money, would you please eliminate some of the items from your list?

ACTIVITY TEN

At the end of the activity students should be able to:

1. demonstrate an awareness that goods vary in quality as well as price.

2. demonstrate an awareness that a variance in price can (but not always does) reflect a variance in quality.

Narrative

The next day the groups of students compared their lists and discovered that with the same amount of money some lists contained more goods than others. The teacher asked the students to give reasons why the same amount of money could buy different amounts of goods. The students discovered that the same type of item did not always have the same price. The teacher at this point brought out two items such as two pair of cowboy boots*, one of finer quality than the other, that had been borrowed from the local trading post or store. He told the students that one item was more expensive than the other and asked them if they could tell which one had the higher price. They were also asked whether a Cadillac or a Maverick was a more expensive car. The teacher then asked if they could think why the price varied. This led to a discussion about quality variance of goods.

This discussion required answering the question, "What is quality?" Some of the questions the teacher asked to arrive at an answer were as follows:

What is craftsmanship? Can it vary?

Do the materials that make up a certain item of goods vary?

Do some goods last longer than others? Why?

How can two similar goods look different?

Does size vary?

How does a brand name influence a buyer? Trust, habit, etc.

Is advertising important for brand name products?

Do all of these considerations define "quality"? What else does?

The teacher told the students to turn to page 1424 in Ward's catalog and look at Ward's brand names.* He asked how else quality varies just in the catalog. He also asked when quality was important, and whether it was more important in children's clothing or a stove, for example. The teacher pointed out that price does not always reflect great differences in quality. For example, if

*Or similar material if another catalog is used.

one person had the only car in town, even it it were not very good, and if everyone wanted it, then he could charge a very high price for it. This high price would not necessarily indicate high quality. This point was not to be elaborated upon at length as it introduced an economic concept (supply and demand) that would be studied in depth later on.

WARDS FAMOUS BRAND NAMES

your guide to confident buying!

Brentshire
Carol Brent
Miss Brent
BRENT
tiny world
skips
spot check

LEGANT
Style House
WARDS Airline
WARDS Signature
WARDS Sea King
WARDS

WARDS Western Field
WARDS Hawthorne
WARDS Powr-Kraft
WARDS Riverside
WARDS Powr House
WARDS Garden Mark

Whatever your family's needs:—clothing or furniture; a stereo TV or radio; air conditioner, washer or dryer; new tires, a bike or a boat; typewriter or adding machine; a pool table, gun or a watch . . . you can buy with confidence when you choose from the Wards Name Brands at the left.

Watch for these Brand Names as you look through Wards catalogs. Watch, and compare. We believe you'll agree that nowhere else will you find better quality, for the price you plan to pay.

Wards Guarantee

We guarantee the quality of every article as described, and guarantee that it will give you the service you have a right to expect. If, for any reason, you are not completely satisfied with any article purchased from us, you may return it at our expense. We will exchange it for what you want, or refund what you paid, including any transportation charges paid by you.

Montgomery Ward & Co.

When you fill-out Wards order blanks . . .

Please print everything (except your signature, where requested). Be sure everything's legible, especially all numbers. Do not write "extra" message on the order blank unless these concern the order. If an item is sold in "packages," write the number of packages you want in the "how many" column. (If an item is sold in packages of three, and you write "3" in the "how many" column, you will receive 3 packages, or 9 items.) If you have questions, or need help, phone or visit your nearby Wards store (see page 1420 for phone numbers).

If you order C.O.D. . . .

You pay the Postoffice a parcel post C.O.D. fee for handling your order, and a second fee for the postal money order the Postoffice sends Wards for your merchandise. Wards also assesses a service charge for handling C.O.D. orders. (See page 1426 of this catalog for fees on C.O.D. orders.) Freight, Express and truck companies charge similar C.O.D. fees. To avoid these fees, please send cash for your order, or use Wards credit plans (see pages 1432-1434 of this catalog).

C.O.D. orders are not accepted for merchandise shipped direct from a factory, shipped to a foreign country or shipped to anyone except the person sending the order. No C.O.D. orders for seeds, live animals, perishable goods, cut, printed, engraved or made-to-order items, please.

When a refund is necessary . . .

If you send more money than is required for the goods we ship, plus transportation charges, we will refund the difference with a draft. If a refund draft is not presented for payment within two years from the date of issue, a service charge of $1.00 per year will be deducted from the value of the refund draft, starting 24 months from the date of issue. In no event will the service charge exceed the face value of the draft.

Factory shipments...custom tailored for you!

Factory merchandise will be shipped direct to you from th factory. Extra time is required in processing to give factorie instructions and to handle custom-order items. Shipping tim will vary, depending on the location of the factory and th method of transportation. The factory will advise you of th approximate date of shipment.

The catalog will tell you if you pay shipping charges fron the factory. If the catalog does not give the location of th factory, you pay transportation from your Wards Catalo House (see front cover of catalog for address).

If you return merchandise to Wards . . .

Please do this when you return merchandise to Wards:

1. Tell us why you are returning the merchandise.
2. Tell us if you want another item or a refund of mone
3. Please return the papers received with your order.

Wrap and tie packages securely, using carton in which item were received, if carton is available. Apply 6c extra postage fo enclosed letter of explanation. If merchandise must be re turned by rail, truck or express, write us before shipping an we will advise you the best way to return package.

Tire load and inflation chart

MAXIMUM TIRE LOAD LIMITS AT MAXIMUM COLD INFLATION PRESSURE		
Passenger car tire size or designation	Ply*	Maximum tire load per tire at 32 lbs. maximum inflation pressure when col
6.00-13	4	1010 lbs.
6.50-13	4	1150 lbs.
7.00-13	4	1270 lbs.
6.50-14, 6.95-14, C78-14	4	1230 lbs.
7.00-14, 7.35-14	4	1360 lbs.
E78-14	4	1400 lbs.
7.50-14, 7.75-14, F78-14	4	1500 lbs.
8.00-14, 8.25-14, G78-14	4	1620 lbs.
8.50-14, 8.55-14, H78-14	4	1770 lbs.
9.00-14, 8.85-14, J78-14	4	1860 lbs.
6.40/6.50-15, 7.35-15	4	1390 lbs.
E78-15	4	1400 lbs.
6.70-15, 7.75-15	4	1490 lbs.
F78-15	4	1500 lbs.
7.10-15, 8.15-15	4	1610 lbs.
G78-15	4	1620 lbs.
7.60-15, 8.45-15	4	1740 lbs.
H78-15	4	1770 lbs.
8.00/8.20-15	4	1860 lbs.
8.85-15	4	1880 lbs.
9.15-15	4	1760 lbs.
L78-15	4	1970 lbs.
EXTRA-WIDE TREAD SERIES		
D70-14	4	1320 lbs.
E70-14, ER70-14	4	1400 lbs.
F70-14, FR70-14	4	1500 lbs.
G70-14, GR70-14	4	1620 lbs.
H70-14, HR70-14	4	1770 lbs.
F70-15, FR70-15	4	1500 lbs.
G70-15, GR70-15	4	1620 lbs.
H70-15, HR70-15	4	1770 lbs.
J70-15	4	1860 lbs.
L70-15	4	1970 lbs.
Station wagon tire size	Ply rating**	Maximum tire load per tire at 40 lbs. maximum inflation pressure when col
7.50-14, 7.75-14	8	1690 lbs.
8.00-14, 8.25-14	8	1930 lbs.
8.15-15, 7.10-15	8	1820 lbs.
8.45-15, 7.60-15	8	1970 lbs.

*Load range B (full 4 ply or 4 ply rating).
**4 actual plies of double strength cord. The loads on both above are for passeng car service only and do not apply to truck or other services.

ACTIVITY ELEVEN

At the end of the activity the students should be able to:

compare the cost of their goods based on price, with the total cost based on price, tax, and postage, to see that total cost is greater than list price.

Narrative

Having prepared and discussed their lists, the groups of students were now ready to fill out the actual order forms for the family. After the forms were filled out the teacher asked the students to compare the totals on the forms with totals on their list of goods. The teacher then asked the students to explain the difference. This led to the realization that price is not always the only cost of a good, but that factors such as tax and postage also determine the total cost. All costs should be considered in making purchases so that one does not unknowingly spend more than one has.

ACTIVITY TWELVE

At the end of the activity students should be able to:

1. demonstrate awareness of the economic needs of food, clothing, and shelter in a story-writing exercise,
2. list similarities and differences between family needs and individual survival needs.

Narrative

This lesson introduced the concept of the universality of economic needs through a story-writing exercise. The teacher explained that physical needs which can be satisfied by goods are classified as economic needs. The teacher then asked which need the class thought was most important. Someone mentioned food, someone else mentioned clothing, and a third student mentioned a radio. The teacher then explained that they would write about economic needs. He asked them to imagine that they were to go on foot alone into the Black Hills (or some other appropriate place). They could take with them only what they could carry. The teacher asked each student to write a story or diary about a twenty-four hour period in which his or her ability to survive was challenged. The students were to include in their stories all details they thought were important for their survival.

After the stories were completed, the teacher collected them and read them that night. He chose a few of the stories that included finding food and shelter and had the authors read them to the class the next day. The teacher asked the class what provisions they had utilized in their stories. He then asked how these provisions compared with what they had chosen for their family. Why were these lists similar? (Because everyone, individual and family, has to fulfill certain basic economic needs.) Why were these lists different? (Because a family is a more complex unit than an individual; because they had not yet included food and shelter on their family's list.)

The teacher then asked the students to rank their survival needs, i.e., food, shelter, clothing, etc., in order of importance. He asked a few students to explain why they chose the order that they had. He again reminded the class of the meaning of the word "priority," a classification of things according to their functional or psychological importance.

ACTIVITY THIRTEEN

At the end of the activity, the students should be able to:

1. list the economic needs and physical necessities of a family,
2. demonstrate an awareness that there are many different distributors of goods by listing goods that could not be found in the catalog, and telling where they could be found.

Narrative

Having culminated the catalog portion of the unit by filling out forms, the students then proceeded to enlarge the scope of their purchasing activities. They again received communication from the Tribal Council. This memorandum (#5) told the students that besides the $1,500.00 that the family had been given for initial expenses, the family receives an income of $200.00 a month and the Tribal Council would like the students to suggest a plan for allocating it.

The students were instructed to list everything for which they thought the family would have to spend money and why. They continued to work in their original committees. Some type of need or want justified each purchase. Needs which can be satisfied by goods are called economic needs, the teacher again explained. Other needs, such as love and friendship, cannot be satisfied with goods and therefore are not economic needs.

The class was then told to divide the items into those that could be bought from a catalog and those that could not. They were asked to decide where the things which could not be bought from a catalog could be purchased. The teacher had someone write all the different stores on the board. He then explained that each one of these stores (and the Catalog), was a distributor. Each store owned goods which were distributed among the community through purchasing activities.

The teacher then gave the students a field assignment. Each student was to select a few items from his list and find out in local stores exactly where and how much they cost. Each committee divided up their list among themselves so that all goods were assigned. The students were to try to find different prices for the same good if they could. If possible, they should have this information ready for the next lesson.

MEMORANDUM #5

TO: The Student DATE:

FROM: The Tribal Council

As you already know the Tribal Council has given the family $1,500.00 for initial expenses. They also receive an income of $200.00 a month. Their present problem is that they are not certain of the most practical way of budgeting this monthly amount. They have requested that the class provide them with a suggested list of priorities to allocate the $200.00.

The Tribal Council would like you to list everything that you feel the family will need beyond what the $1,500.00 was able to provide. Hopefully, the priorities you have established and the allocation of funds will provide the family with a realistic and practical way of handling their daily needs.

ACTIVITY FOURTEEN

At the end of the activity students should be able to:

1. demonstrate an awareness of the cost of goods in their local stores by finding the prices,
2. classify items on their list as to whether they are goods services, or rent,
3. write a budget.

Narrative

Once more the students received information from the tribe. This memorandum (#6) included the family's list of necessary expenses such as rent, utility payments and service expenses. The students were asked to write a $200.00 per month budget which included these fixed costs as well as the needs they had chosen as having priority. The teacher also mentioned that they need not allocate every penny on consumption, but could put aside some for savings if they wished. To do this budget, the students used the catalog and the lists of prices they had just found. The teacher asked the students to label the items in their budget as to whether they were goods, services, or rent.

The lists of local prices were then compared and discussed in the budget. The teacher asked why the students thought the prices differed and why some were higher than those in the catalog. He also asked if they thought the prices would be as high off the reservation. Why? The teacher kept this discussion brief, as these questions would be elaborated upon in a later lesson.

MEMORANDUM #6

TO: The Student Date:

FROM: The Tribal Council

The family has reviewed your plan for allocating the monthly income. They were so pleased with the plan that they would like you to design a specific budget for spending.

They have informed the council that monthly fixed costs indlude:

Rent and Insurance	$39.00
Utilities (heat, electricity, water)	$11.00
Car Insurance	$10.00

Therefore, a total of $60.00 already has been budgeted. Budget the balance of $140.00 in the following areas:

Food
Car Upkeep
Toiletries
Laundry and Cleaning
Entertainment
Repairs
Barber
Savings

This is a suggested list. Any other monthly expenditures that you feel are important should be added to the budget.

ACTIVITY FIFTEEN

At the end of the activity, students should be able to:

1. plan comprehensive budgets,
2. anticipate complementary goods, goods that go along with, or are necessary to, or complement the goods they had purchased.

Narrative

After the budgets were finished, the students discussed them. They were asked to see if anything important had been left out. They were also asked to see if they had "bought" any goods which required other goods. Goods that belong together functionally or habitually are called complementary goods, the teacher explained. He asked the students what goods would complement a tea cup. The correct answer was a saucer. Tea, however, was another correct answer. Some of the items discussed were shoes and socks, refrigerators and electricity, automobiles and gas, rifles and bullets, toothbrush and toothpaste, and bed frame and mattress.

The students were told to examine their budgets and see if they could find at least one item that required something that they had not included in their budget. They should then amend the budget.

ACTIVITY SIXTEEN

At the end of the activity students should be able to:

apply the concepts of scarcity, economic need, and allocation of resources to environments other than their own.

Narrative

In order for the teacher to evaluate the extent to which the students had grasped the major concepts of scarcity, economic need, and allocation of resources, he assigned the students an essay designed to see if they could apply these concepts in a foreign environment. The teacher wrote two questions on the board and asked the students to choose one to write about. They wrote about one of these questions from any point of view and in any style they wished.

1. Assume that you lived in Alaska (or Arizona, Montana--any place that is different from your home environment) one hundred years ago, long before these lands were states. There was no Ward's catalog, not even money. Would there still be economic problems? If so, what are they and how would they be solved? If not, what other types of problems would you have there?

2. Assume that you lived in New York City and your family earned $25,000.00 per year, after income tax deductions. Would you still have to write a budget and worry about scarcities?

Although the teacher read the essays carefully that night, he was not too concerned whether or not the students used the economic vocabulary. He was more concerned that the students demonstrated a good understanding of basic economic problems. From reading the essays, the teacher was able to see which concepts had been understood and which had not. From there he organized a few review classes in which he returned the corrected essays and had some of the students who had included a description of scarcity and allocation of resource read them aloud. He then asked the following review questions.

Did these people of 100 years ago have to eat, clothe themselves, and find shelter?

Are these economic needs?

Did they have all the food, clothing, and shelter they needed readily available?

Did these people have to allocate their resources to supply these needs?

Which resources? Money?

As for the people in New York, do they find that they have more needs than they have resources?

What is their major resource? Natural resources?

Can needs be created?

What sort of created needs can you imagine to exist in New York?

Can the needs and wants be greater than the resources in an affluent society?

ACTIVITY SEVENTEEN

At the end of the activity, students should be able to:

1. demonstrate an awareness that resources can sometimes yield more than money divided per capita, by pooling their gift certificates,
2. discover that a time lag is involved when purchasing from a catalog and that this lag is a form of cost.

Narrative

After having returned all their forms to the Tribal Council, the students received a thank-you memorandum (#7) and a gift certificate share. The letter explained that because the students had been so helpful, the Tribal Council would like to reward them with the gift certificate shares so they could purchase something for the classroom or school. The catalog store had donated a gift certificate of $_______ to the school, and each student was to receive an equal portion of the $______. The students could make individual choices, or they could join together and as a class buy one gift. The letter added that all classes were receiving certificates, and that perhaps the classes would choose to purchase a gift together.

Since the money was given to the students and not to the teacher, the teacher explained to the students that how the money is spent must be entirely their decision. The teacher asked for a volunteer (other solutions are to hold an election or choose someone with leadership potential) to lead the class in deciding what they were to do with the money. He suggested that they list several alternatives as to how the money should be spent, and also that they choose representatives to meet with members of the other classes for further discussion. Since a condition of the certificate was that something must be purchased from the catalog for the classroom or the school, it was discovered that there were very few things that one share could buy. The class decided that one alternative was to pool their resources to buy one thing for the class, another alternative to pool the resources of all the classes to buy something for the school. The teacher explained that the individual certificates could be converted for the class's use by endorsing each of the certificates on the back.

At the end of the discussion which had included suggestions and reasons for and against certain items, the class voted on the list of suggestions that another student had been recording on the blackboard. The students then decided how to fill out the order form, and one student made out the order. They then mailed it. The teacher asked if this meant that they now possessed the item. They said no, that they would have to wait. The teacher pointed out that a time lag is a certain type of cost; just as we agree to pay for the item in order to receive it, so we agree to wait for this particular item before we can receive it.

MEMORANDUM #7

TO: The Student DATE:

FROM: The Tribal Council

The Tribal Council thought you would like to know that the family that you have been helping feels that from this point they will be able to manage their affairs on their own. The suggestions that you offered for confronting their daily economic obstacles worked effectively in getting this family re-established.

Because the Tribal Council is grateful for your work, we have made arrangements to provide each of you with a gift certificate share to be spent on anything you wish for the classroom or the school. Alternative suggestions for purchasing the gift are as follows:

A. Individual purchases for the school
B. Pooling the money for a class gift
C. Working with the other classes for a single gift for the school.

We understand that you already know how to order from the catalog, so selecting your purchase(s) and ordering it/them shouldn't present any problem. Our thanks again for your efforts. We hope you feel that the work has been satisfying and enjoyable.

ONE SHARE

One share of a $100 'ONE HUNDRED DOLLAR' Gift Certificate donated by **MONTGOMERY WARD** to **Eagle Butte High School** to be used for the benefit of the school as students shall, singly or collectively, determine.

The actual cash value of this share is to be determined by dividing the number of students studying the 'ECONOMICS: the Science of Survival' Unit into the total value of the Gift Certificate.

GUARANTEED by

Richard R. Ruopp

PROJECT NECESSITIES
Brigham City, Utah

TEACHER COMMENTARY

The following two items are examples of how teachers have modified and expanded Economics: The Science of Survival to suit their own classroom needs.

Mrs. Denny Kastelic
Highland High School
Pocatello, Idaho

Mrs. Denny Kastelic used Economics: The Science of Survival in her classroom of "problem" Blackfoot students. Although Mrs. Kastelic did not have a background in economics, she found that the material was sufficiently explanatory. She found that if she moved very rapidly, she could sustain the students' interest. Mrs. Kastelic used the teacher narratives as springboards from which to also introduce her own inputs. Bringing an adding machine to class, she found, stimulated student interest in writing lists. She took the students to the local radio station during the advertising activity (Activities 4 and 5) and the students enjoyed meeting their own disc jockey. The 'DJ' let the students listen to advertisements as they were played on the air. The students themselves then were able to speak briefly over the radio.

When doing the activity on quality (Activity 10), Mrs. Kastelic brought in two pairs of cowboy boots, one pair of soft, fine leather carefully crafted, the other pair more cheaply made. One student commented that the stitched design on the less expensive pair must have been put there to draw attention away from the poor quality of the seams.

The students also visited a bank and a car dealer. At the bank, the students preferred watching the staff who worked the computers rather than the tellers. Students found the bank lobby "hostile." The car salesman showed the students new cars, but then explained difficulties and financial ramifications involved in owning a car.

Mrs. Kastelic plans to finish the school year with the rest of the outline of the Science of Survival--Income, the Government as an Economic Force, and a Comparative unit on Pocatello City, Fort Hall Reservation, and other areas.

Some techniques she plans to use are:

strategy games involving buying and selling, stocks and bonds

the use of cameras, perhaps to illustrate the natural resources in the Fort Hall and Pocatello area and also pollution that is taking place

resource persons from the business community to illustrate partnerships, corporations, and small private businesses

field trips to see what different types of business are like

a possible debate or comparison between labor and management resource people to point out the use of constructive or not-so-constructive conflict and cooperation

actual money allotted to each student to use as capital over a specified time in a business venture of their choice .

Gerald Stapert
Eagle Butte School
Cheyenne River, South Dakota

ECONOMICS

THE SCIENCE OF SURVIVAL

More time will have to be spent on the defining of Economics. Page 21, taken from the Manual, should be handed out and explained. A list of Objectives will have to developed to give the students a reason to study the unit. You must be able to show the students a real need for the management of money and that money still has value. The time element should be eliminated, as far as day-to-day basis, but more on about how much time should be set aside for the unit. Two words should be added to the definition work sheet -- wholesale and retail. The thumb, I feel, is an excellent way to introduce the catalog. I also feel that the catalog makes an excellent text.

ACTIVITY II

Activity II is a very well-planned activity, but I feel an adding machine should be made available to the students to add up their totals, thus showing them that it is impossible to fill all their "wants." They will have to look at their "needs," also. I'm sure their totals will be very large.

ACTIVITY III

Activity III, I feel, can be left as is, but one must observe carefully in order to prevent boredom. Discussing the utility of every item of every student could become monotonous and may turn the students off.

ACTIVITY IV

Activity IV I am going to revise completely. I will still use the three teams of Sellers, with five participants per team, with the remainder of the students being Buyers. I will, then, continue with your game as to selling the six items, but making the following changes in the items:

A.	Beaded Moccasins - - - - - - - - -	$20.00
B.	Modern Record, L.P.- - - - - - - -	5.00
C.	Ba Pa (Jerky), 14 oz.- - - - - - -	5.00
D.	Fringed Shawl - - - - - - - - - - -	15.00
E.		

I have left Item E blank as I feel that incense is something unfamiliar to the Sioux people, thus will substitute a more familiar item. Instead of drawing pictures, I will obtain the actual five objects or items mentioned above and use them in the make-believe sale. Each team will sell the same five items, but will use different approaches.

While I am in the process of explaining to the class the objectives of the activity, I will be interrupted by a knock on the door, then a salesman selling Vegamatic Slicer-Dicers walks in. This will be prearranged. He will demonstrate to the class the actual operation of this slicer-dicer. Following this demonstration, various types of pre-arranged sales presentations will be made by the students, such as:

A. Selling rejuvenate products, using a cough syrup bottle or some other type of bottle with a label typed on it naming the product being sold.

B. Campaigning for a position on the School Board, which is called "I Am a Sioux."

C. Selling women's or men's ready-to-wear, using actual articles, explaining and showing the quality of the merchandise and the sale price.

D. Using the play "Paleface Brother" as a take-off, they sell Excedrin for $1.98 per bottle. Two students could be used in this demonstration.

The whole process of the six acts will have to be pre-arranged, with help and direction being given to the participating students. To stimulate the students thinking, they will first listen to the tape entitled "Propaganda." After these skits have been presented, a group discussion will follow pointing out why you would purchase one item and not another. The tone of the voice can be discussed and shown how it can be a deciding factor.

After seeing these five sales skits, we will then proceed with the project of selling the five items assigned to each team. After the five items have been sold and the game is over, I would like to interject a short unit on Advertising, giving the students an opportunity to advertise and sell whatever item or items they so desire. At the completion of this, a class discussion will be held pointing out the values of advertising, how a person can get "stung" on a product, and how a person may overspend his budget by allowing a salesman to talk him into purchases he cannot afford. During the process of this unit, each student will be given an opportunity to "sell or advertise" either himself or herself for a public position, an item or object. This need not be entirely in speech form, as a painting may be "sold" without uttering a word. As a challenge, some of the students will be motivated to sell a product of poor quality at a high price. After the completion of all speeches or exhibits, again, the discussion by the class will center around "why and why not" of selling and advertising and learning to consider your budget before making purchases.

A few copies of the book entitled "THE HIDDEN PERSUADER" should be made available for student reading. This exercise may encourage a few students to read a book because they want to, not because they have to.

ACTIVITY V

Omit.

ACTIVITY VI

Activity VI, I feel, has been well-planned and is very true to life. I feel this gives the students an opportunity to actually try and see all the needs of the home. I feel it shows the students their unlimited wants and, when they total their items listed, that all wants cannot be fulfilled. I also feel that at the end of Activity VI would be an excellent time to visit a grocery store. They will find they will also have unlimited wants here, too. During this visit, it would possibly produce an effective impact upon the students to have the manager or another store employee to explain the following:

A. The importance of buying on sale.
B. Why brand names are higher.
C. The importance of a food budget.
D. Items that are a necessity and items that are not.
E. Why it is necessary to "go without" several times so that an object or product you have "longed for" might be purchased.
F. Why mother doesn't purchase everything you wish her to purchase.

ACTIVITY VII

I will not alter Activity 7, as I feel it is a good experience to determine utility according to priorities. The priorities should be listed as high or low, rather than on a 1-2-3 basis. Other decisions which will have to be made are substitutions, such as a black and white television set instead of a colored one.

ACTIVITY VIII

No change. As long as only six items are being ordered, it gives them an opportunity to determine tax, weight, postage, freight, or parcel post.

ACTIVITY IX

This Act. should really force them to reduce their "wants," as $500 will not go very far.

ACTIVITY X

Activity X could be discussed as written in the manual, but I feel this would be an excellent opportunity for the students to gain added knowledge, experience, and motivation by visiting a car dealer's establishment and viewing and learning the following:

A. Different models of cars.
B. Different list prices.
C. Options that can be placed on a car and how these options raise the price of the car.
D. How a car is financed.
E. What is meant by "time payments".
F. How interest is figured on car payments and what percent of interest is charged.

After returning to the classroom from this field trip, a group discussion could be had allowing the students to express their choices of cars, how they paid for it, why they chose this method of payment, how much interest they would pay on their purchase, and any other questions they might have concerning this experience.

This Activity would also present an excellent time to take the students to a bank and learn the following:

A. How a bank is operated.

B. What the bank does with money received.

C. How you borrow money from banks.

D. Interest rates on savings.

E. How you open accounts, both savings and checking at banks.

Many Indian people feel that a bank is something for the white man and they are not welcome. I feel if they can become associated with the bank, their personnel, and its many functions at this early age, then they would be more relaxed and have the feeling of being welcome when the time does arrive when they will have use of a bank's facilities. After the trip to the bank, a group discussion will ensue, which, I am sure, will produce many and varied interesting questions.

ACTIVITY XI

With the actual spending of the $1,500 given by the Tribe, I find no changes necessary in this exercise.

ACTIVITY XII

Omit

ACTIVITIES 13 - 17

I am going to omit Activities 13 through 17 and devise one unit, which I hope to use in my classroom, but a little more realistic.

First, we will look at the items selected from the catalog which were purchased with the $1,500. Then the class will be divided into groups and each group may select an item from this listing until all items have been selected. The groups will then go to town and price these items, so to ascertain whether or not it is cheaper to purchase through catalogs or at local stores. Items that will be stressed in making their conclusions will be:

A. Freight

B. Postage

C. No waiting

D. No substituting

E. In wearing apparel, the opportunity to "try-on" before purchasing.

From this exercise, I would lead up to living on a budget of $200 per month. I would assign students to find out the following information and present to the class:

A. Amount of rent paid monthly.

B. Amount of utilities paid monthly.

C. Cost of food for a month.

D. Expenses for car upkeep for a month.

E. Cost for laundry for a month.

F. Amount paid for clothing purchases for a month.

G. Amount spent for home repairs for a month.

H. Amount spent for hair cuts, trips to beauty shops, etc. during a month.

I. Amount saved during a month.

J. Amount spent for schooling expenses during a month.

K. Any other normal and needed expense incurred during a month.

From this information gathered, I would attempt to motivate the class to use these figures and try to stay within a $200 budget for a month.

Unit VI: Independent Projects

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TEACHER'S GUIDE

UNIT VI: INDEPENDENT PROJECTS

INTRODUCTION

Up to this point in the year students have been working almost totally in group settings.

This Unit concentrates on the individual student's work in fairly traditional ways. Students are asked to read a book of their own choosing from a list prepared by the teacher, and to make a critical report (not a synopsis) as an oral presentation to the class. Following each oral report a critique is made by other students.

SUGGESTED STRATEGY

This unit should be worked up by you to meet the needs of your students and your needs as well. We can only make some general suggestions which we hope will be of some use to you as you develop your own Independent Project unit.

The teacher should work up a list of books that will be available to students at the school library. A synopsis of each book should be included with the list. An example of such a list is included on pages 390-394.

The class is given two days to review the list and select a topic for independent research beyond the book they have chosen. They should understand that their report can be an analysis of a paragraph, a chapter, or the entire book. If a student wants to report on some area of his own experience rather than a book, or do some school or community research rather than a book. he should be encouraged. The only criterion is that the topic selected must be in the realm of the social studies.

Make sure that books the students need are freely accessible. In the Project's pilot program at Intermountain School, we discovered that the library was not in the habit of checking out books to students, and closed at 5:00 p.m. When the Project guaranteed the return or replacement of the books, and books were made available the results were startling. Students received their books as if they were gifts. They began reading and taking notes immediately, and their relationship with the staff improved considerably since the teaching team had been "down" on them for not getting to work. There was no loss of books.

Much of the reading would have been considered by some to be too difficult since many of the books came from the teacher's section. This was not the case. With few exceptions this group of Navajo juniors were able to read the material, discern the gist of the content and offer compelling analyses. We have included some of the oral reports and subsequent peer critiques to give some notion of the potential of students who have been labelled underachievers.

You should ask students to submit a rough outline of the content of their report at the end of the first week. You will need to spend a great deal of time with individual students during the note-taking and drafting stages, considerable rigor should be required. Students should know in advance that their report will be given publicly and criticized by a panel of their peers. Guests should be invited from the school and the community. Students should be told that they will be permitted to give their report in their own language (in those areas where English is still a second language for high school students) if they so desire.

The classroom atmosphere should be serious, studious and quiet, so that students can read and make notes. Students should be allowed to go elsewhere (study hall, library, dorm lounge, or even their dorm room) to do their work. They should work at their own pace against a teacher-established schedule of presentations.

The resulting work will often and understandably be limited. Many students have had little experience in this kind of independent thinking and preparation.

Stress the importance of originality of thought, even if the style of presentation is not polished. Make clear, that simply reading back what an author wrote is a waste of people's time.

It may be a good idea to break the research process by having short "dry run" oral report sessions. Have students read a 3-5 minute piece in front of the class. Have a panel of three students (different for each speaker) use the Oral Report Critque Form and Summary Sheet. The panel shculd sit at a table near the speaker. The panel should have an opportunity to ask questions or make verbal comments to the speaker. You are welcome to use the attached examples of reports for the purpose.

POSSIBLE INDEPENDENT PROJECT BOOKS

The Organization Man, T. H. White

Especially the chapter on Park Forest, Illinois. Although the study deals specifically with the dynamics of human interaction in the white suburbs, it offers compelling insights for tribal members who will be involved in the planning of new housing programs. This chapter offers interesting background for decisions on types and placement of home. In terms of skills, this material makes great use of flow charts, sociograms, and statistical data. Students might reinforce the reading of this book by constructing similar flow charts of their own community.

Man's Rise to Civilization, Peter Farb

Especially chapters entitled "Borrowed Culture" and "The Hopes of the Oppressed." These chapters review the processes in the growth of society from "primitive to complex," and indicate how different tribal groups compare with one another in terms of social organization. Farb offers some theories to explain these differences.

Patterns of Culture, Ruth Benedict.

Especially the chapters entitled "The Nature of Society" and "The Individual and the Patterns of Culture." These chapters deal with human forces of integration and disintegration. She shows how conflict and harmony act upon social structure to create a pattern of culture or a pattern of human interaction.

Making of Economic Society, Robert L. Heilbroner

Especially the chapter entitled "The Making of Economic Society." This chapter outlines the stages of economic development and growth. He further speculates on the relationship between production, consumption, and allocation and how these factors effect economic changes.

Change

Anatomy of a Revolution, Crane Brinton.

Especially those chapters which deal with the causes of revolution. Contains a flow chart of revolutionary activity and lists the factors which contribute to revolutionary movements, of extreme importance to students preparing for decisions in the 21st Century.

Social Origins of Dictatorship and Democracy, Barrington Moore.

Especially the chapter entitled "Revolutionary Origins of Capitalist Democracy." Although the referents in these chapters are England and France, he creates a role for the peasant similar to the role of Indians in the making of American democracy. Students will learn of the vital role of the downtrodden in the creation of the affluent.

Das Kapital, The Manifesto, Karl Marx.

The Marxian notion of change growing from the conflict between the laborer and owner has offered students of social change food for thought for more than a century. Both books ask questions regarding ownership and manipulation of capital and land, questions which are vital to the future of tribal groups and tribal planning.

Containment and Change, Oglesby and Schaull.

Especially those chapters entitled "The Search for a New Style of Life" and "Ideology and Theology." These chapters take into consideration a world view of messianism and power as they reflect upon the decisions and actions of western men. The American Indian has been a conspicuous target of these actions and decisions. These chapters offer suggestions on transcending former transgressions.

The Ordeal of Change, Eric Hoffer.

The Hoffer models of revolution as retrograde motion and revolution as a function of progress offer interesting speculation on the thrust of Red Power in the coming decades.

Conflict

All Quiet on the Western Front, Erich Maria Remarque.

Questions involving the origins and purpose of war are the fulcrum of this compelling work. The chapter which proposes that fighting be done by the people who make the decisions has proven a successful content selection for students on the subject of war.

Johnny Got His Gun, Dalton Trumbo.

Perhaps the most devastating critique of modern technological warfare, Trumbo's work depicts the effects of centralized decisions on the individual. His surreal description of people in authority begs the notion of the role of the individual in the age of technocracy.

When the Legends Die, Hal Borland.

Mr. Borland carries the concept of conflict from the social to personal domains. He shows the effects of technology on the psyche of Indians who were forced to suppress tradition in the face of industrial growth. The affective aspects which grow from the tragic description in this novel are almost unlimited. Students will undoubtedly identify with the people and situations described.

Dance Back the Buffalo, Milton Lott.

Custer Died for Your Sins, Vine Deloria.

With an axe to grind, Deloria chops into the heart of many vital issues facing Indian people and tribes. This work will function as a synthesis of personal and social conflict.

Power

Hitler - *A Study in Tyranny*, Alan Bullock.

Especially those chapters which deal with the "formative years" and "The Months of Support." Bullock depicts the psycho-dynamics of human power and shows how personal history offers insight into the role development of leadership and the reality of tyranny.

The Power Elite, C. Wright Mills.

Mills' classic text shows how power is self-perpetuating in social, political, and economic America. Indians searching for power and control over their own destinies will find this writing informative and useful.

Nobody Loves a Drunken Indian, Clair Huffaker.

Funny as this book is, the triumphs and consequences of leadership are a serious underlying theme. Flapping Eagle is obviously a creative and consistent leader backed by a force of tradition reaching far into American history. The futility of his effort and his lack of success offer insight into the constraints of change.

The New Indians, Stan Steiner.

Steiner's obvious empathy for people struggling to bring a power base into the American political arena does not in any way becloud the objectivity of his evaluation. He analyzes many of the young Indian people now assuming positions of authority in various Indian organizations. He notes the dimensions of pan-Indianism vs. tribalism and how the dynamics have played upon the capabilities of young Indians.

Alcatraz

A series of newspaper editorials and bylines from the White and Red press will be used to compare evaluations of those who have become symbols of freedom and conspiracy. How the participants are found and the effects of associational perception on power will develop new dimensions to this inquiry and synthesize with the previous study.

ORAL REPORT CRITIQUE FORM

Your panel has been given the job of listening to and evaluating the student reports for this day. Please use this form in making your evaluation. You will be graded on your report and on this evaluation. Read the evaluation carefully and make sure you understand all of the items before the first speaker takes to the podium.

Your name: ____

SPEAKERS NAME: ____

SPEECH TITLE: ____

Rate this speech between 1 and 10: 1 means you think it was a bad speech, 10 means you think it was an excellent speech. You may indicate the degree of your choice by the numbers between 1 and 10. ______

The subject of the speech was: ______________________________

____

____

____

I would like to make the following comments about this speech:

____

____

____

____

ORAL REPORT CRITIQUE SUMMARY SHEET

Speakers name: ____

Speech title: ____

Student evaluator:

__________________________________ rating: __________

__________________________________ rating: __________

__________________________________ rating: __________

Content evaluation:

Presentation evaluation:

EXAMPLE

HIGH POTENTIAL PROGRAM: ORAL REPORTS SCHEDULE

Beginning Wednesday, April 1, 1970 each of you will be expected to deliver an oral reports on the research you have completed on your projects. These reports will be delivered from the podium in Room A of the Training Center in Building 69. You may make use of films, slides, tapes, diagrams, and overhead projectors in making your presentation.

Wednesday - April 1, 1970

1. Stafford Allen: Legal Power, the Courtroom
2. Billie Baldwin: Patterns of Culture
3. Etta Begay: Psychology of the Adolescent

Thursday - April 2, 1970

1. Pat Bowman: Poverty
2. Daisy Buck: Brazil
3. Reginald Captain: Civil Rights

Friday - April 3, 1970

1. Clarence Chee: The French Revolution
2. Austen Desiderio: Power
3. Jimmy Dougi: Indian Literature

Monday - April 6, 1970

1. David Holiday: Navajo Problems
2. Harry Laman: Alcatraz
3. Manuel Miller: Drugs and Alcohol

Tuesday - April 7, 1970

1. Johnson Roanhorse: Indian History
2. Max Scott: Navajo Law
3. Freddy Simpson: Navajo Art

Wednesday - April 8, 1970

1. Ella Smith: The Dine
2. Henry [illegible]: [illegible]
3. Etta Mae Tsosie: Drug Abuse and Use

Friday - April 10, 1970

1. Raymond Williams: Drug Abuse
2. Wilson Willie: Rocketry and Thrust
3. Sally Worker: Navajo History

Monday - April 13, 1970

1. Bessie Yazze: Psychology of the Adolescent

Austin Desiderio

POWER

My book report is about power. The book I read is titled, "The Shadow That Scares Me," by Dick Gregory. Dick Gregory is a Negro millionaire who himself continues to preach justice and truth today as the new mood of the social revolution in America; a mood which Gregory interpreted as expressed by the words "Black Power." He is loved and hated; admired and berated; often misunderstood, and occasionally honored with laurels praising his almost superhuman efforts in the struggle for human dignity. Here is what he said in the book. "There is a great social revolution going on in America today. And the wonderful thing about this revolution is that it is not black against white. It is simply right against wrong. You only realize this truth when you are on the front line of the struggle for human dignity. There are many white folks who are civil rights demonstrators, but if they really knew the truth, they would love those of us on the front line. White folks should really dislike the Negroes who sit back and do nothing but tell them what they want to hear, while all the time hating white folks' guts. The day you join the revolution is the day you will quit hating. The social revolution in the sore spots of this nation is another act of nature, a natural response to oppressive conditions. It bears the same marks of pain, violence, and struggle which accompanies any birth. From this violent, painful struggle, a new America will be born. For the first time, the nation will be christened in the name of freedom, dignity, and justice.

"It has long been said justice belongs to all men, or it belongs to none. Aristotle wrote, 'The way to gain good will is to show good will.' And the prophet Micah reminds us what the Lord requires for men to live together in peace, love, and harmoney. 'Do justice, love, kindness, and walk humbly with your God.' What better description could there be for a climate in which respect for law and order is guaranteed? To do justice means to trust all men with respect and human dignity --- Negroes, whites, cops, and all of creation."

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: Austin Desiderio

speech title: Power

student evaluator:

Henry Tinhorn	rating: 5
Freddy Simpson	rating: 8
Raymond Williams	rating: 6

content evaluation:

1. Could have used more facts to back up his presentation.
2. Too many opinions.
3. Author feels justice belongs to all men.
4. Being a Negro himself, he talked about his own people.
5. Civil rights vs wrong.

presentation evaluation:

1. Poor eye contact.
2. Wasn't clear.
3. The report was to the point, but too short.

Leo Blake

NARCOTICS

Any drug that induces profound sleep or lethargy. Relief of pain. Drugs classify as drugs: Habit forming.
Can be addicted to.

The present outbreak of addiction to heroin, which has reached very serious proportions among young people in certain areas of large cities in the Eastern and Middle Western United States, has emphasized the tragic consequences of addiction and pointed up the need for dissemination of available information on this subject. There also has been a marked increase in the consumption of barbiturates in the United States within ten years; and since, it now is known that chronic intoxication with these drugs is more damaging than is addiction to opiates. All practioners should be informed concerning the manifestations and treatment of addiction to barbiturates.

Definition of Addiction

Drug addiction is a state of periodic intoxication detrimental to the individual and to society, produced by the repeated consumption of drugs (natural or synthetic). Its characteristics include: (1) Overpowering desire or need (compulsion) to continue taking the drug and to obtain it by any means. (2) A tendency to increase the dose. (3) A psychic (psychological) and sometimes, physical dependence on the effects of the drug. Under the terms of this definition, a large number of drugs are addicting. For the purpose of description, they may be divided into two great classes.

Stimulants - Drugs which induce sleeplessness or hyperirritability. Depressants - Drugs which tend to induce sleep and lessen nervousness. The stimulants regarded as addicting include: cocaine, amphetamine, and mescaline. The depressants include: morphine, codeine, barbiturates, marijuana, and alcohol. Alcohol is the most important of all addictive depressant drugs.

Addiction is caused by human weakness - not by the drug, and is a symptom of a personality maladjustment rather than a disease in its own right. Usually people who become addicted are hedonistic, pleasure-seeking individuals. Emotionally normal, mature individuals practically never become addicted. If a person learns about drugs and begins their use as a result of association with addicts, addiction is much more likely to occur than if the drug is administered for medical reasons. This is another way of saying that addiction, like a contagious disease, spreads from person to person. Addiction among minors in our large cities appears to be spreading chiefly through association with other young addicts. Abuse of one predisposes to abuse of other drugs. A person or individual who smokes marijuana is likely to "graduate" to heroine or morphine.

Causes of Addiction

1. Human weakness - The cause of addiction is not drugs, but human weakness.

2. The vast majority of narcotic addicts are former alcoholic addicts who found that narcotic drugs relieved their emotional tensions as effectively as alcohol, but at the same time did not produce the obvious sign of intoxication. After changing from alcohol to narcotic drugs, addicts may be able for a period of time to deceive themselves and their other associates into believing that they are making a satisfactory adjustment.

3. Crime breeds addicts. Addiction and crime are closely related. Most studies indicate that the majority of known addicts are criminals first, addicts later. Practically all addicts acquire their drug addiction through contact or association with other criminals.

4. Profits: Drug peddlers have a selfish and monetary interest in stimulating the use and sales of narcotics. It is automatic that once a person is "hooked" (addicted), he becomes another steady customer. The customer may, in turn, entice and persuade others to try narcotics in order to obtain money to support his own "habit."

The term "narcotic" includes reference to a class of problems implied by such terms as "intoxication," "euphoria," "physical dependence," "addiction," and "habituation."

The definition of habituation (habit) is a condition resulting from the repeated administration of a drug. Its characteristics include: (1) a desire to continue taking drugs for the sense of improved well-being that it engenders, (2) little or no tendency to decrease the dose, (3) a detrimental effect, if any, primarily to the individual.

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: Leo Blake

speech title: Narcotics

student evaluator:

Daisy Buck	rating: 10
Etta Mae Tsosie	rating: 10
Wilson Willie	rating: 10

content evaluation:

1. He went into the meaning of drugs.
2. What narcotics will do to people.
3. He really went into the different types of drugs.

presentation evaluation:

1. He was much better in Navajo.
2. It proves he knew what he was talking about.
3. He read loud, but he has a little problem in pronouncing words. He should have practiced before hand.
4. He used distracting motions.
5. He had really good eye contact.

Freddy Simpson

NAVAJO ART AND CULTURE

The book I read is about Navaho art and it also concerns some of the culture of the Navaho people. The book itself was written by the author, George Mills. The author tells about his experience with the Navaho people (The Dine) and also the Pueblo Indians who lived about the same as the Navahos. The author's work was to write a book about the two tribes. Yet he studied both tribes and visited their homes and talked to their family. He examined them both and came up with the idea that they were both quite the same. That's how he came up with his book.

Yet the Navaho people were more superstitious than the Pueblos. The style as described varied for each person.

One of the superstitions that the Navahos believed was with the rug makers, who were usually the women. They thought by leaving a hole in the center of their rug that it would keep the evil spirit away. Well, the trouble was that few store-keepers accepted the uncomplete work. So that brought the idea of finishing it. Of course, there was more money involved with the completed rugs.

The person who was considered as one of the highly skilled was the silversmith. He not only made his own design, but melted the silver as well. It took a lot of time and patience in studying and learning to become an excellent worker in his trade. There was the cost of the materials to consider as well as the family experience. Once the person obtains popularity for his works, there is no telling how much he'll make. The things that the silversmith is known for are turquoise rings, bracelets, earrings, beads, and silver belts which consist of silver and turquoise. Some do their work by fixing broken Navaho jewelry, which are the things I mentioned recently.

The person who is known for his imagination and ideas is the Navaho artists. It took imagination, but also ideas on what he will put down. Like the silversmith, he had his own experience on his materials and also his families income. Some who are good at designs turn out to be excellent workers insilversmithing.

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: Freddy Simpson

speech title: Navajo Art

student evaluator:

Jimi Dougi	rating: 7
Daisy Buck	rating: 6
Raymond Williams	rating: 9

content evaluation:

1. Was about the art experiences of Navajo people.
2. The speech was about art and silversmithing.
3. It was about the culture and art of the Navajos.

presentation evaluation:

1. He needed to look more at the audience.
2. He read the report and it wasn't his own words.
3. Need to improve in speaking English. Talk clearer.
4. He should talk a little louder and look up.
5. His report wasn't clear and distinct.
6. On the whole, it was good.

John Benally

NOBODY LOVES A DRUNKEN INDIAN

By Clair Huffaker

Report on: Power

Character - Flapping Eagle

Flapping Eagle has a revelation to fight for his people. He has manipulated the laws for the tribe's good to win his revolution, and which would draw national attention to the suffering of his tribe.

Flapping Eagle has a dream. Flap's dream is to rectify the problem and injustices committed against the American Indian (or his people).

He wanted his plans to succeed because Flap's concern was with his people. He wants to do what he could to see that further advantage is not taken of his people. Flap is an unselfish person. Flap thinks greatly about his people, and does have very little thought about himself. Flap does a lot thinking. He thinks and reasons for his causes. Also Flap is violent enough to stand up for his individual rights. He is very aggressive in usage of laws. He has done a lot of fighting for rights and comfort for his people.

To Seek A Newer World - by Robert F. Kennedy. Robert has feelings in wanting to help the problems of the United States, of how the world is in danger.

He thinks the today is awesome in scope and to force a tack of variable courses in complexity.

The problems in military coups of other nations may effect the world and endanger the alliance for progress. He talks of several problems, like riots in cities, that display the danger of war in streets and the alienation of black and white.

He says that this problem will not need to surrender to air impenetrable by investigation.

He goes about his revelation in a very different way than Flap.

1. What is Flap's plan? His dream?

   To rectify the problems and injustices comitted against the American Indian.

2. Why does he want it to succeed?

   He is concerned about his people. He wants to do what he can to see that further advantage is not taken of his people.

3. He is unselfish.
4. He does a tremendous amount of thinking and reasoning for his causes.
5. Also fighting for the rights and comfort of his people.
6. He manipulates the laws for the tribe's good.
7. Which would draw national attention to the suffering of tribe.
8. He is a man of action.
9. He was violent enough to stand up for his individual rights.

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: John F. Benally

speech title: Power (Nobody Loves A Drunken Indian)

student evaluator:

Freddie Simpson	rating: 10
Clarence Chee	rating: 10
Johnson Roanhorse	rating: 10

content evaluation

An Indian who wanted his plan to succeed, also to help his people. His main concern is to make use of his rights.

presentation evaluation:

He did a very good job in describing the characters.

Stayed with the subject. Good eye contact.

David Holloway

DRINKING IN THE SOUTHWESTERN AREA

In northern Arizona we see two very contrasting Indian cultures. One group is the Hopi Indians. They live on high mesas and buttes. The adjoining walls are all that separate one house or apartment from another. The people live so close together that everyone in a village of several hundred knows all of the time what everyone else is doing. There is no drinking pattern. Drinking is prohibited in the Hopi culture.

Surrounding the Hopis are the Navajo Indians. Their lands are so vast that no village ever sprang up there.

Twenty-five years ago, most of the drinking was in the reservation towns. It was done by individuals. He drank the bottle in a hurry so not to get caught. Sometimes even the little children often participated.

The attitude toward prohibition was that it was a law by the white man. Let the white man worry about it. Let him keep it.

Today if you go to visit, what will you be able to see? On the outer circles of the religious ceremonials, a high percentage of the participants stagger from drunk. Arrests for fighting are numerous.

There have been liquor stores a few miles from the reservation border. Today the paved roads have reduced the difficulty of going to town. In place of the covered wagon and horses, came the pick-up. Liquor is only an hour away, or a few hours. No longer is it days away.

The history of drinking in the Southwest is short. It is different from what it is in many other areas. The patterns of Indian drinking are somewhat different from other regions. Every where things are changing.

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: David Holiday

speech title: Drinking in the Southwest

student evaluator:

Etta Mae Tsosie	**rating:** 7
Gilbert Gordon	**rating:** 5
Bessie Yazzie	**rating:** 8

content evaluation:

1. How people drink in different places.
2. Drinking is a big problem down there.
3. Spoke too much about Indians.
4. History of drinking or something.

presentation evaluation:

1. The report was too short.
2. I could hardly hear him.
3. He never looked up from his report.
4. He didn't know what he was talking about.
5. It was all opinions.
6. I know what he wanted to say, but he didn't say it.

Raymond Williams

"NOBODY WANTED WAR"

By Ralph K. White

The question that the book mostly deals with is: Who wants us in Vietnam? Two answers are given. One is the optimistic (hoping for the best) and the other is the semi-optimistic. The optomistic is simple: "the people" of South Vietnam are on our side. As the State Department put it on February, 1965: "The people of South Vietnam have chosen to resist this threat. At their request, the United States has taken their place beside them in their defensive struggle." The semi-optimistic is more complex, accepted more by informed Americans, and with much evidence. This answer is that there are actually three important groups of dedicated ruthless men who accept direction from Hanoi. They are extremely well organized and are only a fraction of the population. (2) The active militant anti-communists, who are also only a fraction of the total. (3) A much larger mass of people caught between the two extremes. Their main goal is survival under any sort of government. They obey whichever side has effective power in their area. They have SUFFERED at both hands. They know little or nothing of Communists and are less concerned which side wins and whether peace comes soon. What they want most is to be left alone.

Evidence of the semi-optimistic answer: Includes the author's observation in Vietnam in the summer of 1967. However, it DOES say nothing about one question. "Which is the larger of the two active minorities; the VCs that willing and actively support, or the militant anti-Communists?" The semi-optomistics' answer gives the impression that the balance of political forces within Vietnam is nearly even. However, the observation of the author in Vietnam suggests that this is far from the truth. The author thinks that the active, highly motivated pro-VCs in Vietnam outnumber the anti-Communists. Then he goes on telling about more evidence, which I couldn't understand. The book didn't interest me and it had a lot of hard words in it. I could tell you the rest of the book, but that's the reason I couldn't.

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: Raymond Williams

speech title: Nobody Wanted War

student evaluator:

Austen Desiderio	rating: 9
Max Scott	rating: 7
John F. Benally	rating: 8

content evaluation:

1. I liked the subject. I don't know anything about Vietnam.
2. Didn't really understand what he was saying.

presentation evaluation:

1. He needs to look up at the audience once and awhile.
2. He could have spoke more clearly.
3. He only read. Needed more interpretation.

Henry Tinhorn

ISHI

My research paper is about Ishi, a Yahi Indian of the Yana tribe. My main source of information was the book, "Ishi in Two Worlds" by Theodora Kroeber. Ishi is a story of a change that a human can go through mentally and physically. It shows the hardship he encountered in both the modern and the primitive worlds.

The story of Ishi began on August 29, 1911 in an old butcher's corral. The butcher called the sheriff, J.B. Webber, and Ishi was put in the Oroville jail. Oroville is located in northern California. When he was found he had on an old canvas poncho. He was frightened, hungry and could not understand a word of what the sheriff or for that matter anyone else said. He could not understand whites until Professor H. L. Kroeber and T. T. Waterman of the University of California came to converse with him. These men were anthropologists. Professor Waterman arrived in Oroville with a copy of the northern and central Yana language, a copy made by Sam Batwi and Chidaimiyas, both Yanas. These men were not members of the tribe Ishi belonged to. Maybe, you are wondering why these men were not of Ishi's tribelet; it's because they were of Ishi's tribe, the Yanas, but not of the

the specific tribelet that Ishi belonged. The Yanas were divided into four groups, the northern, central, southern and the Yahis. Each group had different customs, laws, language and boundaries. In Ishi's second world he really liked to go to plays, opera and to a park. These are about the only things I have to tell you now. The film is going to show most of what I was going to say.

Henry Tinhorn
April 24, 1970

ORAL REPORT CRITIQUE SUMMARY SHEET

speakers name: HENRY TINHORN

speech title: "Ishi in Two Worlds"

student evaluator:

Leo Blake rating: 10

Wilson Willie rating: 10

rating:

content evaluation:

1. The report is about an Indian whose name is Ishi. This Indian had to learn to cope with his own world and the white world very quickly.

2. A story about the Yahi tribes in northern California. It tells how Ishi alone survived.

presentation evaluation:

1. I gave Henry a ten because I think he knew what he was doing.

2. His story was very interesting and well presented. I liked the film.

Unit VII: Making A School

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TEACHER'S GUIDE

UNIT VII: MAKING A SCHOOL

INTRODUCTION

Having spent the greater part of the year analyzing current and social-personal problems, this culminating exercise allows students to practice their conceptual and practical skills in an immediate and concrete situation: the school. Students in this four to eight week activity are asked to design, staff, administer, and implement programs in a school of their own making.

We have chosen the school as the thrust of this activity with the understanding that it is the institution in which students expend most of their psychic and physical energy. And for students in boarding schools the instituion has become internalized as a way of life, but seldom analyzed in terms of its real potential. Research now complete from the Harvard Community Education Study Group has offered much evidence supporting this point of view. That study discovered that long after students forgot their teachers' names, the courses they studied, and certainly the curricular content; they could remember the system. Students, often out of school for more than thirty years, could remember minute details of school design, the bell schedule, the demerit system, and the ways of disciplining students. Kids remember how the school works long after they have forgotten what they learned while under its jurisdiction.

As stated in the introduction of this volume, the schooling process is a mysterious one for many individuals. The fact that the school is perceived as a mystery goes a long way in explaining why so many people, particularly Indian parents, avoid involvement in their childrens' education. This unit has as its central objective the reversal of this reality. The objective is to actively involve students in structuring vital parts of their school system. The success of this experience will be measurable to the extent that students more actively involve themselves in making decisions about their own education.

The unit is structured in a cycle beginning and ending with planned change. No task is complete until it has been completely revised and contingency plans made. Students should be told at the outset that every plan should include the following considerations.

1. Has my plan taken every student into equal consideration?
2. If the plan is not accepted, what will I, accept as a compromise?
3. Does my plan support some basic principle of education which I could justify?
4. Is this a school I would like to attend?
5. Is this a school I would like to have my child attend?
6. Who will be the supporters of such an educational program?

7. Who will be the opponents of such a program?
How can I change the oppositions' mind?

Perhaps these questions should be written on the blackboard at the outset.

We hope that throughout these activities the classroom will be an environment where students can honestly criticize their current education and objectively plan for the future. If the exercise is successful you will learn a great deal about your students and in so doing administer a final examination which really reflects the degree of behavioral and cognitive growth of each of your students.

Teaching Strategy

No time should be spent in the history of education or teaching and school system styles. Students should be allowed to indulge in a creative and free-wheeling experiment. At the outset they should be told that their only consideration should be to create a school they would like to attend and one they would like to have their children attend.

On the first day explain to the class that they are an independent consulting group brought to the area to design and create programs for a totally new school. They should be further told that they have total control. What they develop will be immediately put into action. There are no financial limitations.

TASK LIST

Students are asked to:

1. Design a School:
    a. the campus
    b. separate buildings
    c. rooms of greatest importance

2. Staff the School:
    a. create a power chart demonstrating the chain of command of the school
    b. write a job description for administrators, teachers, and aids
    c. determine how qualified individuals will be recruited and contracted

3. Design the Curriculum:
    a. list the courses to be taught
    b. write a brief description of each course
    c. determine the objectives of each course

4. Design Class Schedules:
    a. includes teachers and students' schedules

5. Define the Student Body:

a. determine the number of students
b. determine the student's ages
c. student body composition (all Indian, all one tribe, mixed, etc.)
d. list students' needs
e. boys and girls together or separate classes

6. Extra-Curricular Activities:

a. schedule sporting events
b. schedule drama events
c. schedule and select movies
d. schedule rodeos, literature and science clubs, etc.

7. Dormitory Life (where appropriate):

a. co-educational or separate boys and girls
b. selecting aids
c. design
d. food services
e. single rooms or doubles
f. privacy

Now tell the students that their consulting organization has the following departments:

1. Community-Parent Organizations
2. School Architecture
3. School Administration
4. Teacher Training
5. Student Relations
6. Curriculum Research and Development

Descriptions of each department and its task appear at the end of this unit. These may be extended and modified to suit your own situation before they are given to students. A research component should be added to each. You will have to determine what research projects are feasible among the following examples:

1. Community-Parent Organizations - visit local P.T.A.; School Board meeting; Tribal Education committee meeting; discuss educational goals and procedures with parents, townspeople, etc.
2. School Architecture - talk to plant custodian, principal, experienced teachers, local architects about school designs, write away to several leading school architecture periodicals

for information about new schools, visit other school plants. Drawings and models can be done in conjunction with vocational education teachers where feasible.

3. School Administration - interview with Superintendent, Principal, Tribal Chairman, Supervisors, or anyone else who is experienced in administration. Write area office, state department of education for examples of organizational charts.

4. Teacher Training - interview teachers about their training experiences and what they would like to see. Discuss with members of tribal education committee, local school board, principal.

5. Student Relations - talk to guidance people, interview other students and the rest of the class, dormitory aides, PHS psychologist or psychiatrist.

6. Curriculum Research and Development - write NEA in Washington for examples of new curriculum. Use Project NECESSITIES curriculum development process manual (available through Assistant Area Director - Education or Division of Curriculum, Washington, D.C.). Arrange visits to classrooms of lower grades, interview students, parents, teachers.

Asks students to select the department in which they are most interested and feel most qualified to work. The class should divide into six fairly even groups. The task before them now will require students to understand the role they are fulfilling. Experiences earlier in the year should have prepared them to get organized and get on with it.

There are three steps in the class preparing final school plans:

A. Preparation by each department of a preliminary plan to be presented to the entire class for discussion and revision within a week to ten days.

B. Presentation of revised and coordinated plans after another week to ten days to a "mock" school board of 4 to 6 people (e.g. principal, other teacher, student from another class, parent) over a 3-5 hour period.

C. The culmination of this unit should come in a presentation to the real local school board, tribal education committee, or group of "outside" adults. Students themselves should make the request and arrange the (at least three hours) meeting and refreshments. It may be wise to hold this at a time when other teachers, parents, and interested community members can come.

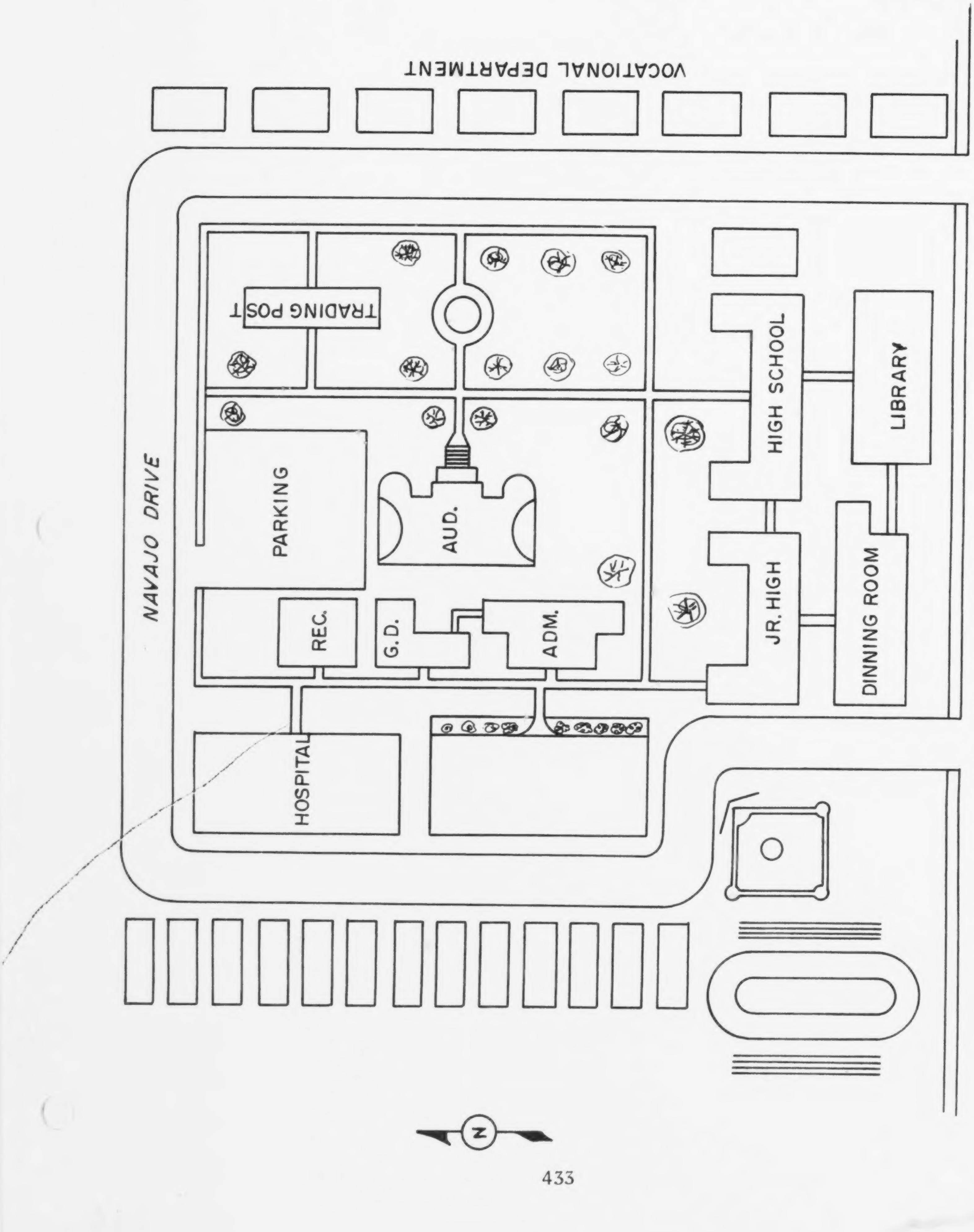
It is important for the students to know about these realistic "deadlines" that they will have to meet, so the time schedule should be laid out carefully with them. The process of bringing in outside participants will help motivate and give a sense of reality to this project. If there is a possibility of getting the principal or school board to say that solid suggestions will be considered for real program changes, so much the better.

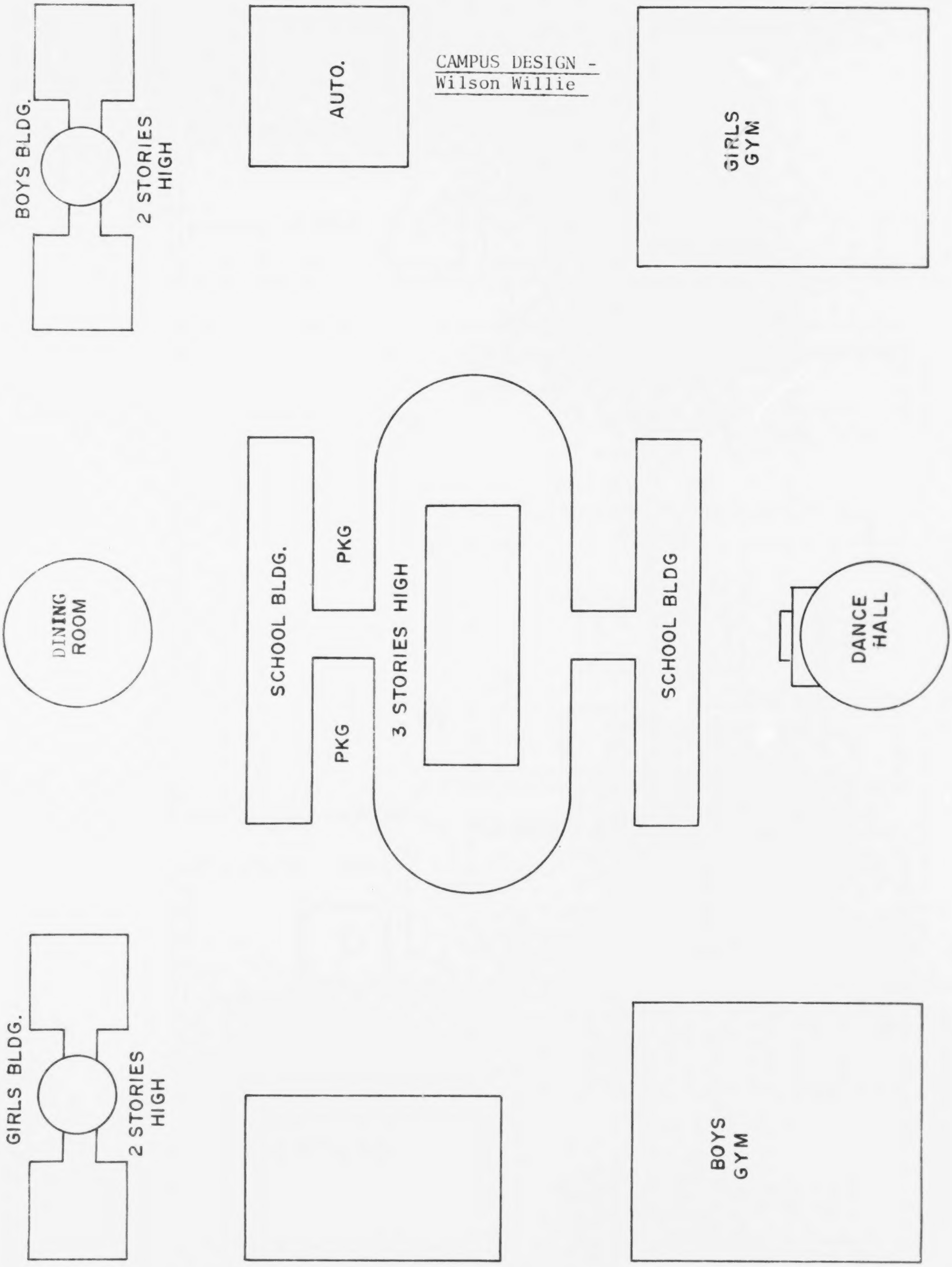
Some reorganization of class and extra-curricular time may be necessary during this final activity so that students can stay with the project. One useful way of getting students directly into the heart of this activity is to arrange for them to tutor students in lower grades, or even adults during the unit. While this will require extra effort on your part, the rewards are measurable as indicated in the results of the Headstart Program as studied by Westinghouse: tutors as well as participants showed measurable skill improvement in English, math, science, and social studies.

On the following pages are some results of the School Architecture Department in a High-Potential Class at Intermountain school in the spring of 1970. The diagrams and pictures of campuses and buildings were copied from student sketches without alteration by the Project artist.

You may find these useful as models for your own students.

CAMPUS DESIGN - Clarence Chee

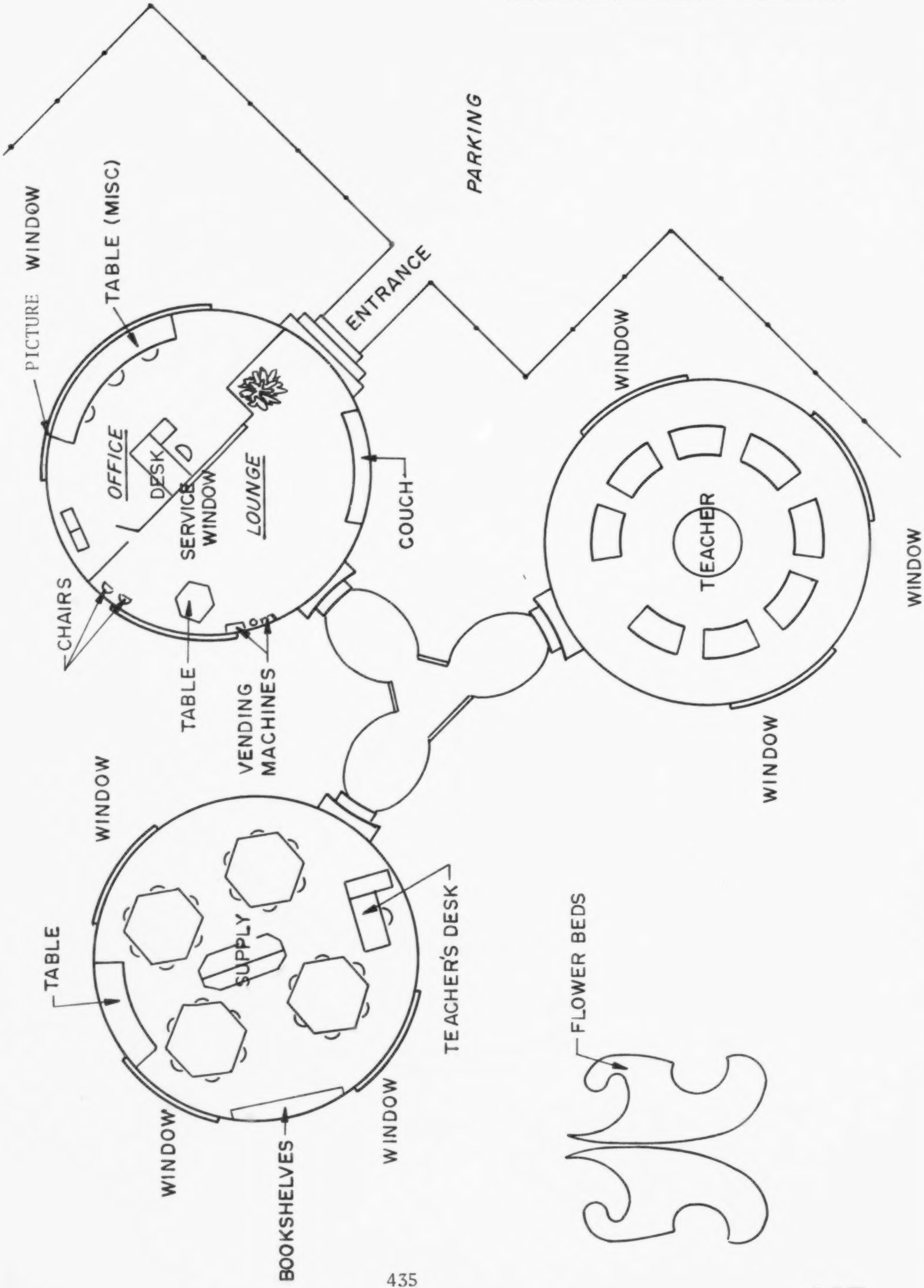

VOCATIONAL DEPARTMENT
TRADING POST
NAVAJO DRIVE
PARKING
AUD.
HIGH SCHOOL
LIBRARY
JR. HIGH
DINNING ROOM
REC.
G.D.
ADM.
HOSPITAL
N



CAMPUS DESIGN -
Wilson Willie

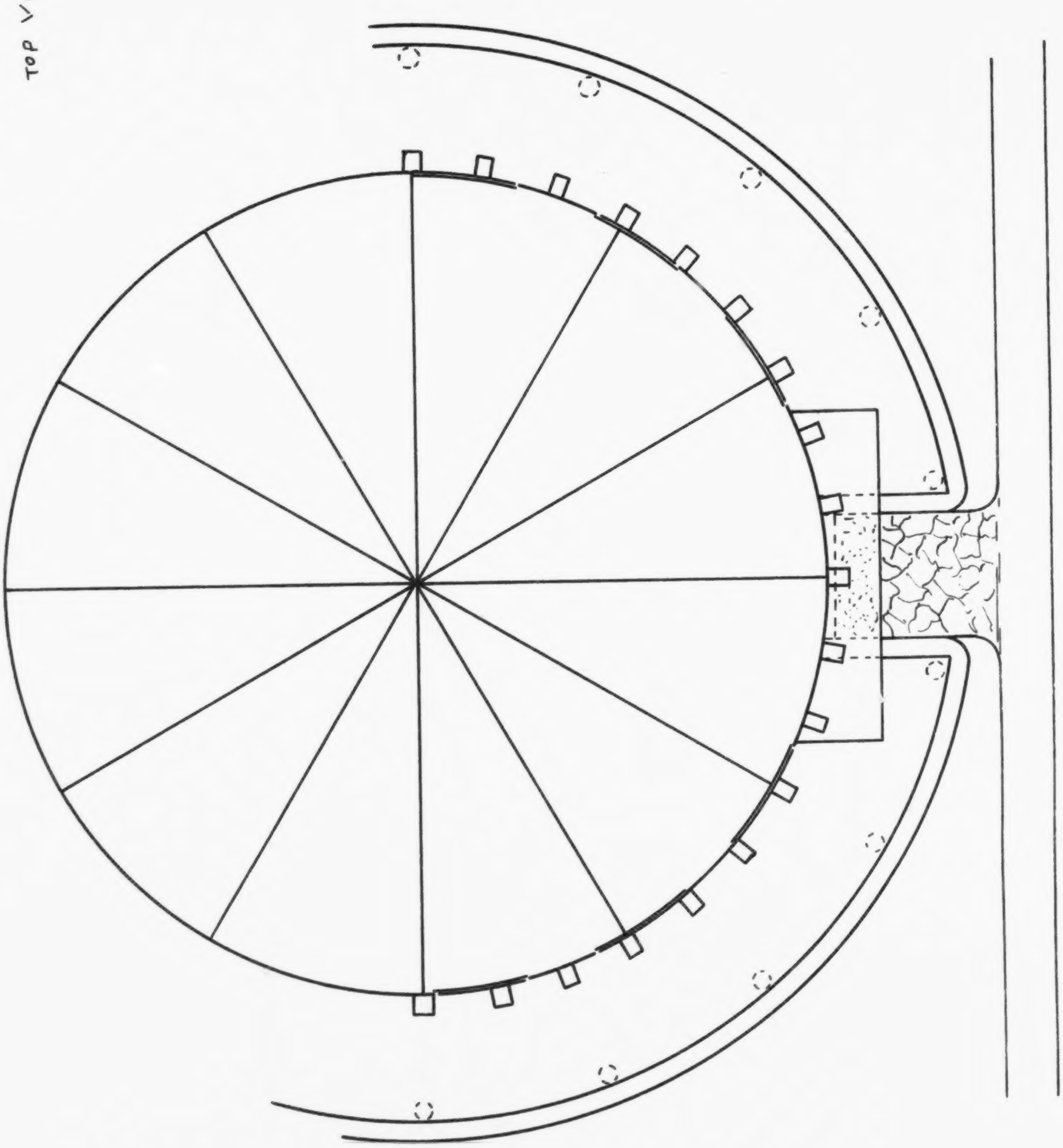
BOYS BLDG.
2 STORIES HIGH
AUTO.
GIRLS GYM
DINING ROOM
SCHOOL BLDG.
PKG
PKG
3 STORIES HIGH
SCHOOL BLDG
DANCE HALL
GIRLS BLDG.
2 STORIES HIGH
BOYS GYM

CAMPUS DESIGN (A) - Pat Bowman


PARKING
PICTURE WINDOW
TABLE (MISC)
ENTRANCE
OFFICE
DESK
SERVICE WINDOW
LOUNGE
COUCH
CHAIRS
TABLE
VENDING MACHINES
WINDOW
TEACHER
WINDOW
WINDOW
WINDOW
TABLE
SUPPLY
TEACHER'S DESK
FLOWER BEDS
WINDOW
BOOKSHELVES
WINDOW

CAMPUS DESIGN (B) - Pat Bowman

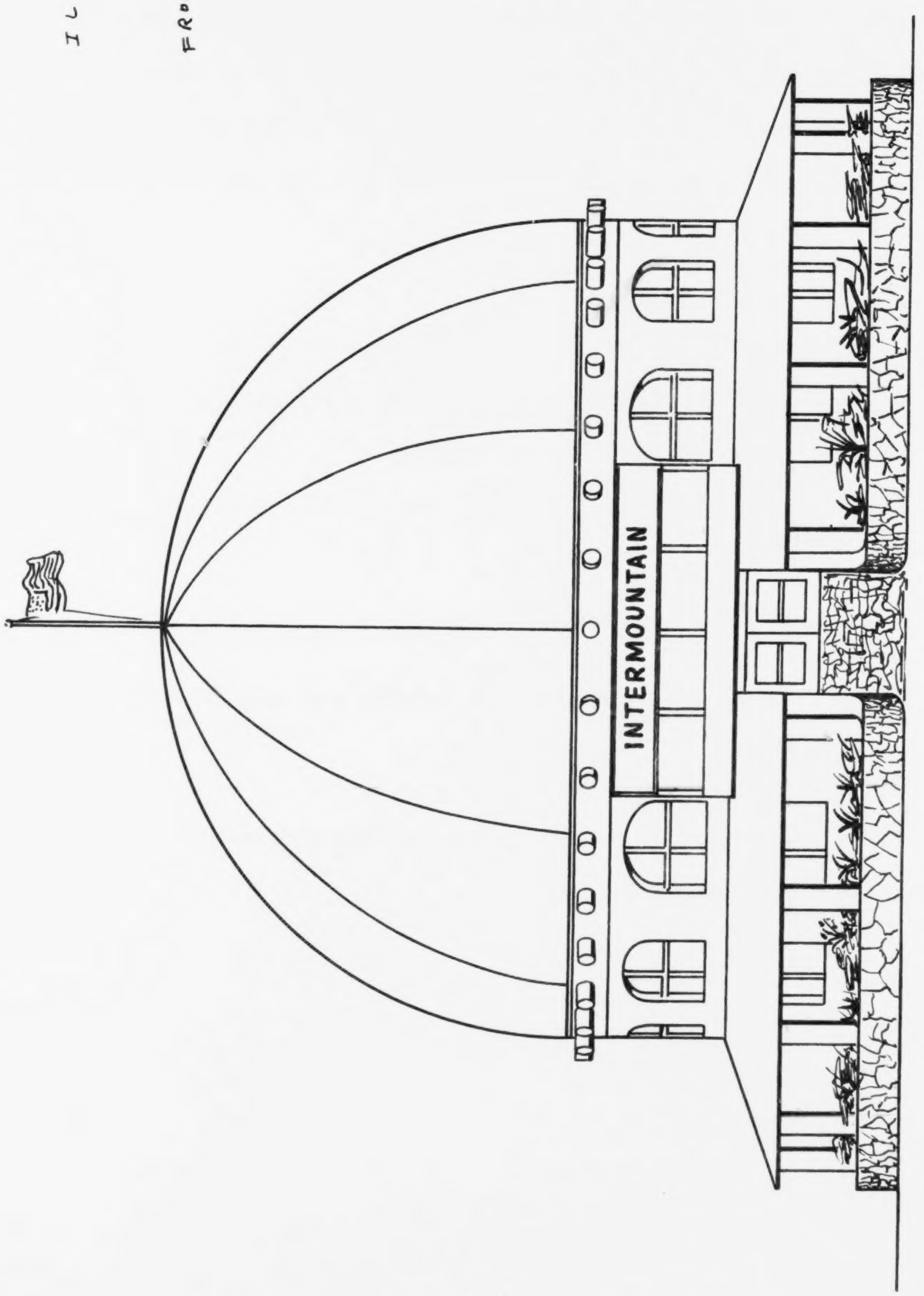
ILL. 1-A
TOP VIEW



CAMPUS DESIGN (C) -Pat Bowman

ILL-I-B

FRONT VIEW


INTERMOUNTAIN

DEPARTMENTAL AND TASK DESCRIPTION

THE DEPARTMENT OF: Architecture

Your department is staffed by professionally trained building and home designers. You have a good background in art and mechanical drawing. You believe that your buildings should fulfill the needs of the people using them and so you are ready to work closely with all the other groups.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the the final report and organize presentations.
2. design the campus
3. design and blue-print separate buildings
4. draw or build three dimensional models of the most important rooms in the school
5. coordinate your work with Student Relations and Curriculum Research and Development Departments

DEPARTMENTAL AND TASK DESCRIPTION

THE DEPARTMENT OF: Administration

Your department is staffed by people who have studied administration in college or who have held high ranking positions in education or business. You like to think about the way systems work and who holds power.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the final report and organize presentations.

2. staff the school:

   a. create a power chart demonstrating the chain of command of the school. (You may get an example of a power chart from the principal of your school or by writing your area office of education.)

   b. write a job description for administrators, teachers and aids

   c. determine how qualified individuals will be recruited and contracted.

3. design the class schedule for teachers and students

4. coordinate your work with the Community-Parents Organizations, Student Relations, and Curriculum Research and Development Departments.

DEPARTMENTAL AND TASK DESCRIPTION

THE DEPARTMENT OF: Community-Parent Organizations

Your department is staffed by persons who have spent four years in college studying how communities are governed and how changes can be made in all kinds of communities. You have a great deal of interest in local government and you like talking to people. You are hoping that you can get more parents to participate in school activities.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the final report and organize presentations.
2. set up a Parent-Teacher's Association and act as an evaluating team for all the other groups' efforts as far as community acceptance is concerned. You will be asked to select a "mock" school board for a trial presentation and then contact the local school board for presentation of the final report.
3. set the standards for acceptance of students into the school. You will work closely with the Student Relations Department.

DEPARTMENTAL AND TASK DESCRIPTION

THE DEPARTMENT OF: Teacher Training

Your department is staffed by people who are experienced teachers who have gone back to college to earn advanced degrees. You believe most teachers could teach more effectively with better training and encouragement. You are well-known for the exciting classes you yourself have taught.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the final report and organize presentations.
2. train teachers to teach the new courses being put into effect in your school.
3. work with the administration in getting the best possible teachers.
4. coordinate your work with Community-Parent Organization, Student Relations, and Curriculum Research and Development Departments.

DEPARTMENTAL TASK DESCRIPTION

THE DEPARTMENT OF: Student Relations

Yours is the youngest department in the organization. Many of you are just out of college. All of you have had friends who have had a difficult time in school and you have some idea of what problems students face.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the final report and organize presentations.
2. define the student body
    a. determine the number of students
    b. determine the students' ages
    c. student body composition (all Indian, all one tribe, mixed)
    d. list students needs boys and girls together or in separate classes
3. determine Dormitory Life
    a. recommend to Student Architural Department functional Design of dorms
    b. determine co-ed or separate boys and girls
    c. decide qualifications for dorm aids

    d. role of students in food preparation and dorm maintance

    e. more students to a room

    f. privacy, safety, and security

4. You will coordinate your work with all other departments and be a watch-dog for student concern

DEPARTMENTAL AND TASK DESCRIPTION

THE DEPARTMENT OF: Curriculum Research and Development

Your department is staffed by people who hold advanced degrees in one of these fields: social studies; math; science; language; and English. You have a lot of exciting notions about new courses which ought to be made part of the curriculum.

Task: It will be your job to:

1. select a chairman to act for your department. He or she will act as a member of the final evaluating team which will ok the final report and organize presentations.

2. design the curriculum

   a. list the courses to be taught
   b. write a brief description of each course
   c. determine the objectives of each course

3. design extra-curricular activities

   a. schedule sporting events
   b. schedule drama events
   c. schedule and select movies
   d. schedule rodeos, service clubs, and other clubs.

4. you will coordinate your work with the Community-Parents Organization, Student Architecture, Teacher Training and Student Relations Departments.

INTER-DEPARTMENTAL COORDINATING AND EVALUATING TEAM DESCRIPTION

This six-man team is made up of the chairman of each of the departments.

Task: It will be your team's job to:

1. select a chairman to run meetings and over-see your work.
2. meet as often as necessary to coordinate the work of your various departments.
3. bring pressure to bear if one of the departments is behind in its work.
4. evaluate and coordinate the new school plan, making final decisions on what should be presented, and who should make the presentations.
5. if the project is not successful, the responsibility will rest principally with you.